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ABSTRACT

Classroom activities focusing on sex equity issues which help students and educators overcome limiting stereotypes, bias, and even discrimination based on gender are described in this document. The activities are arranged by these educational levels: elementary/primary; elementary/intermediate; middle/junior high; and high school. Within each level, activities are grouped in three categories of competencies: learning; personal/social; and career/vocational. The activities, in turn, are organized according to developmental levels, recognizing that as children mature they pass through specific, identifiable developmental stages. Thus the focus for elementary students is on learning about concepts, for middle and junior high school students it is on understanding concepts, and for high school students it is on applying concepts. Goals are listed in each section with accompanying relevant activities. Activities range from having elementary school students discuss if females or males have the abilities needed to use common objects such as a hammer and an iron; to examining female stereotypes in television commercials for middle and junior high school students; to family life role playing for high school students. Appendices include an additional activities report form, a list of sex equity resources in Wisconsin, and a core bibliography. (ABL)

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Classroom Activities in Sex Equity for Developmental Guidance

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Foreword

The Wisconsin Department of Public Instruction has a long history of working with educators and counselors to enhance counseling and guidance services for students. In recent years, efforts have focused on the conceptualization and implementation of the Wisconsin Developmental Guidance Model (WDGM) because experience and current research indicates that a fully-articulated K-12 developmental guidance model can best meet the needs of Wisconsin children.

It is unfortunately true that sometimes our children's needs are not met because of outdated, gender-based expectations about their interests, abilities, and skills. We have developed this activity guide to provide assistance to the many who have asked for ways to help students and educators overcome limiting stereotypes, bias, and even discrimination based on gender. The format selected follows the WDGM model.

We hope that all children in Wisconsin will have the opportunity to develop individual potential, to achieve self-fulfillment, and to pursue unfettered learning, social, psychological, vocational, and career aspirations. To that end, we join with Wisconsin's teachers and counselors in offering these activities.

Herbert J. Grover
State Superintendent

Introduction

We began this activity guide to help counselors and teachers integrate sex equity activities into the Wisconsin Developmental Guidance Model (WDGM), as presented in the resource and planning guide *School Counseling Programs* (Madison, WI: Department of Public Instruction, 1986). We believe that students should have the opportunity to develop their talents and interests without the limitations of bias, stereotyping, and discrimination based on gender. Recent awareness of the impoverishment of women and their children through adolescent pregnancy, single-parent families, and dependence on public assistance because of lack of earning skills have made it imperative that we expand students' expectations. Current research showing gender differences in adolescent suicide, alcohol and drug abuse, eating disorders, child sexual assault and abuse, reasons for dropping out of school, and in other issues is forcing us to look at the causes of these differences and begin to eliminate them.

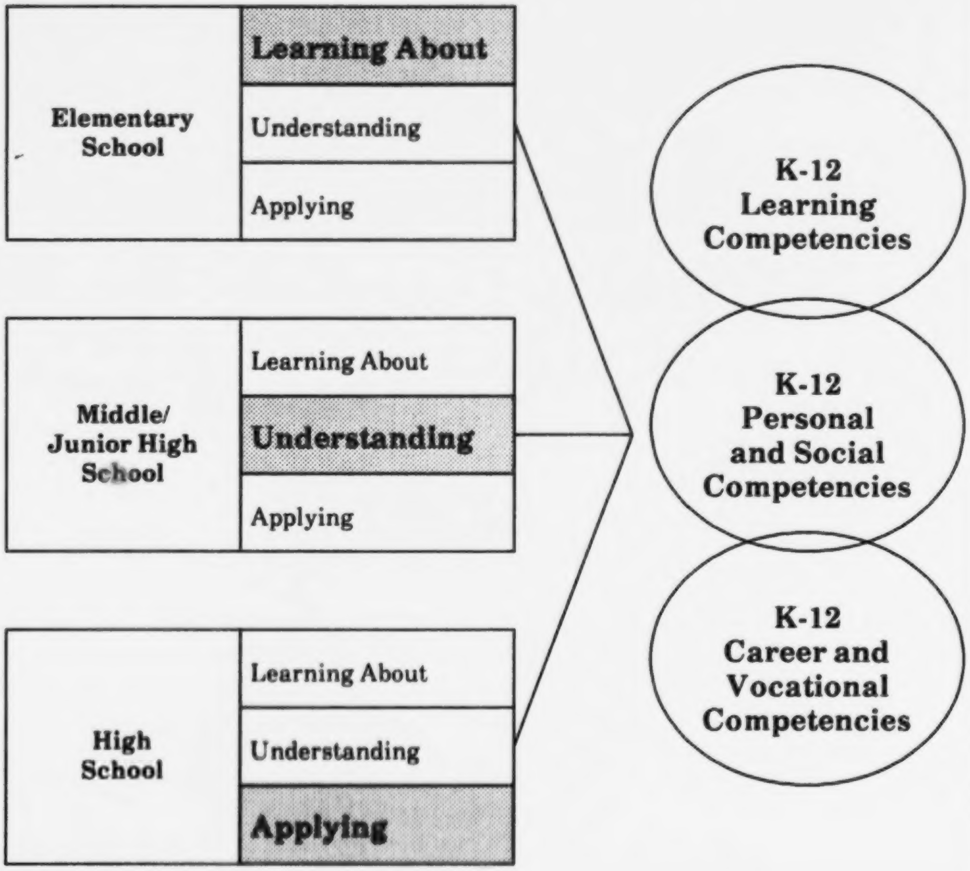
In 1985, the Wisconsin Legislature revised the state's pupil nondiscrimination statute to bring it into line with federal law and with employment and housing laws protecting adults in our state. S. 118.13, Wis. Stats. states that "No person may be denied admission to any public school or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability." The Administrative Code (PI 9) that implements this statute defines discrimination as "any action, policy or practice, including bias, stereotyping, and pupil harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards . . ." based on sex and the other areas listed above [PI 9.02(5)]. Bias is defined as "an inclination for or against a person . . . based . . . on sex . . . that inhibits impartial or objective judgment affecting pupils" [PI 9.02(1)] and stereotyping means "attributing behaviors, abilities, interests, values, and roles to a person . . . on the basis . . . of their sex . . . ." [PI 9.02(14)]. The legislature also has passed administrative rules—called the "20 standards"—that require school districts to provide guidance and counseling services that provide systematic attention to the personal, social, learning and career/vocational needs of students [PI 8.01(2)(e)].

In light of these definitions and legal requirements, it is critical that teachers and counselors have access to student activities that will begin to expand expectations. The activities in this book have been selected and organized to complement the WDGM. The model is based on a recognition that as children mature, they pass through specific, identifiable developmental stages. Thus, elementary students respond well to situations in which they learn about new things and ideas; middle and junior high school students are ready for understanding and experimenting; high school students are more apt to need to apply what they've mastered.

Within this broad framework, the WDGM focuses on three major areas of student development and can be used to fashion particular competencies that students should master in each area during each stage of development. The three areas are *learning competencies, personal and social competencies*, and *career and vocational competencies*. The relationship between these elements is depicted in Figure 1.

Figure 1

Developmental Student Competencies


Elementary School
Learning About
Understanding
Applying
Middle/ Junior High School
Learning About
Understanding
Applying
High School
Learning About
Understanding
Applying
K-12 Learning Competencies
K-12 Personal and Social Competencies
K-12 Career and Vocational Competencies

Using this model, sex equity competencies have been developed to suggest the developmental evolution of K-12 students. These are spelled out on the following pages, with the elementary competencies divided further into those more suited for primary- and those for intermediate-level students. (See Figures 2-5.)

It is into this WDGM framework, tailored to sex equity competencies, that we have inserted the sex equity activities gathered here. For the most part, we are reprinting activities from other sources and using them to support the competencies developed for each stage and area of development.

Acknowledgments

This activity guide is the result of years of effort to design format, collect activities and resources, obtain permissions to reprint, and to edit these materials for easy use by Wisconsin teachers and counselors. Major initial efforts at our request were put forth by three counselors called to DPI one summer:

Darlene Axtell
DePere

Cheryl Orgeman Hanson
Rhinelander

Suzanne Todey
Green Bay

DPI equity staff who helped along the way were Laurie Irwin, Shirley Jane Kaub, Bekka Unbehan and Sue Wissbaum. Other DPI staff who deserve thanks include Lisa Buckley and Jill Bremigan, graphics; Victoria Rettenmund, book design and graphics; Patricia Braley, proofreader; Debra J. Motiff, word processing operator/typesetter, and Neldine Nichols, cover photographer. The project never would have succeeded, however, without the dedication and skill of our editor, Kathleen D. McCleave, who was our continuing motivator toward completion.

Elementary/Primary School Student Competencies

Elementary School	**Learning About**
	Understanding
	Applying

Learning

Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.

Personal/Social

1. Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.
2. Understand the impact of cultural influences on sex-role stereotyping.
3. Be aware of ways in which sex-role stereotyping and sex bias affect personal development and relationships.

Career/Vocational

1. Acquire knowledge about different occupations and changing male/female roles.
2. Understand that career aspirations need not be limited by sex-role stereotypes.

Figure 3

Elementary/Intermediate School Student Competencies

Elementary School	**Learning About**
	Understanding
	Applying

Learning

Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.

Personal/Social

1. Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.
2. Understand the impact of cultural influences on sex-role stereotyping.
3. Be aware of ways in which sex-role stereotyping and sex bias affect personal development and relationships.
4. Experience changing roles and opportunities

Career/Vocational

1. Acquire knowledge about different occupations and changing male/female roles.
2. Understand that career aspirations need not be limited by sex-role stereotypes.

Figure 4

Middle/Junior High School Student Competencies

Middle/ Junior High School

- Learning About
- **Understanding**
- Applying

Learning

Understand that sex-role stereotyping, sex bias, and sex discrimination limit educational choices, opportunities, and achievement.

Personal/Social

1. Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.
2. Identify ways in which sex-role stereotypes are influenced and reinforced by social institutions.
3. Identify the impact of sex-role stereotyping on self-concept and personal development.
4. Understand the ways in which sex-role stereotyping and sex bias affect interpersonal relationships.

Career/Vocational

1. Explore the range of career options, including nontraditional jobs.
2. Understand that career aspirations need not be limited by sex-role stereotypes and biases.

Figure 5

High School Student Competencies

High School	
	Learning About
	Understanding
	Applying

Learning

1. Identify ways in which sex bias, sex-role stereotyping, and sex discrimination affect learning environment and outcomes.
2. Understand the impact of course selection upon future plans.
3. Understand rights and responsibilities covered by pupil nondiscrimination laws.

Personal/Social

1. Define "sex-role stereotyping," "sex bias," and "sex discrimination," and become familiar with personal values in these areas.
2. Identify how sex-role stereotyping, sex bias, and sex discrimination affect development, choices, and futures.
3. Identify ways to overcome sex-role stereotyping, sex bias, and sex discrimination.
4. Develop a more positive attitude about the abilities of both sexes.
5. Identify the effect rigid sex-roles, sex bias, and sex discrimination have on self-concept.
6. Identify ways in which sex-role stereotyping, sex bias, and sex discrimination affect interpersonal relationships.

Career/Vocational

1. Understand that both men and women work out of economic necessity and need marketable job skills.
2. Demonstrate awareness of the range of career and occupational choices, including nontraditional jobs.
3. Demonstrate knowledge of labor force facts that have been affected by sex bias, sex-role stereotyping, and sex discrimination.

It should be noted that the activities presented here have been collected from throughout Wisconsin and other states. Some were developed by individual teachers and others appeared in material supported by state departments of education, universities, Women's Educational Equity Act programs, Title IV of the Civil Rights Act, and the Carl Perkins Vocational Education Act. They have all been subject to editing and rearrangement, mostly minor, in order to ensure comparable formats throughout. However, due to this process of *collection* of material, rather than *creation*, there are additional points that should be kept in mind while using this material.

- In crediting the activities, we have chosen to use a mailing address whenever possible, rather than a formal bibliographic citation, due to the varying nature of the sources and our belief that this would provide the most helpful access information for users.

- Every attempt was made to trace activities to an original source, but they have been collected by several people over a number of years, and origination was sometimes clouded. If we have misattributed any activity or cited without proper permission, we would be happy to have such information so that we can make corrections in future editions.

- Since so many different sources are represented, the length, sophistication, and level of the activities sometimes varies widely.

- Our assignment of an activity to support a particular competency at a specific stage of development was ultimately an arbitrary process. Some activities could easily be used in other stages as well. Users are encouraged to modify placement if a change seems more appropriate for local curriculums.

- We have chosen to follow the traditional behavioral objective format because so many of the original activities were accompanied by objectives. Users are encouraged to modify that format as needed.

- As far as we have been able to determine, any of these materials may be copied for student use without restriction. The three-hole punch format was selected to facilitate reproduction of activities as needed for handouts and classroom or group work. We have attempted to secure all necessary permissions where it seemed necessary to do so. Again, if we have erred in this process, we would welcome an opportunity to correct future editions.

It is our hope that the activities presented here, and organized according to the WDGM, will foster the development of comprehensive K-12 sex-equity programs. The DPI welcomes comments on these activities and is also constantly searching for new ones. If you have suggestions for future editions, or comments on this one, please contact the administrator of Vocational Equity/Single Parent Programs at the Bureau for Vocational Education (608) 266-9609 or the sex equity consultant at the Bureau for Equal Educational Opportunity (608) 267-9157, Department of Public Instruction, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841. A sample format to use in sending in additional activities for any future editions of this book is included in Appendix A.

Elementary/Primary

Learning		*Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.*	Contributions of Women	3
			The Foogles	8
			Kids Like to Play	10
			Play on Words	11
			Super Sport	13
			What's in My Name?	14
			Women's Roles in Early Literature	17
Personal/ Social	**1**	*Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.*	Browsing Through Books	18
			Creative Use of Biased Materials	20
			Nursery Rhymes	23
			Role Model Detection in Stories	25
			Self-Enhancing Prophesy	26
	2	*Understand the impact of cultural influences on sex-role stereotyping.*	Between Two Covers	35
			Caddie Woodlawn	36
			Gift List	38
			Good Things Come in Small Packages	39
			That's All We Know	40
	3	*Be aware of ways in which sex-role stereotyping and sex bias affect personal development and relationships.*	Kinds of Families	41
			Ladies First	42
			Sample Problems	43
Career/ Vocational	**1**	*Acquire knowledge about different occupations and changing male/female roles.*	Are Hammers Just for Men?	44
			Career Role-Playing	45
			My Family Works	46
			Our Five Senses on the Job	50
			Stick Figure Mystery	51
			Tools	53
			When I Grow Up	54
	2	*Understand that career aspirations need not be limited by sex-role stereotypes.*	Role Try-On Boxes	55
			What Do You Want To Be?	60
			When I Grow Up, I Want To Be	62

Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.

Contributions of Women

From *Children Deserve Equity Program*, developed by Rural Alternatives Institute, Box 163, Huron, SD 57350, 1983.

Time. Varies.

Resources. Library and reference books, films and/or filmstrips, AV equipment, "Biographical Sketches," and "Computer Worksheet" (included).

Objectives

To become aware of women in leadership roles.
To become familiar with famous women in history and their contributions.

Instructional Activities

1. *Introduction.* Introduce the activity or unit by preparing a bulletin board, displaying books on famous women (list included), and/or showing films or filmstrips about women in history.

2. *Activities.* Depending on the depth and the extent of the activity/unit, a variety of experiences could be included.
   - a. Use "Biographical Sketches."
   - b. Choose books to read about famous women.
   - c. Give oral reports on contributions of famous women.
   - d. Write book reports about famous women.
   - e. Compile a list of famous women and their contributions.

3. *Extension.* Other activities could include the following:
   - a. Invite women who are active in the community to be speakers.
   - b. Visit museums or art galleries.
   - c. Have an "old-fashioned" dress-up day.
   - d. Have a style show of "then" and "now" clothes.
   - e. Invite speakers to tell of the "roles of women in the development of the community."

References

Multimedia

Women in History. Filmstrip series. Educational Activities, Box 392, Freeport, NY 10018.

Identity: Female—"Women of the Frontier." Multimedia kit. Dun-Donnelly Publishing Corp., 666 Fifth Avenue, New York, NY 10019.

Library Books

Black, Judith Rachel. *The First Woman in Congress: Jeannette Rankin.* Contemporary Perspectives, Inc., 145 East 49th Street, New York, NY 10017.

Conta, Marcia Maher. *Women for Human Rights.* Raintree Publishers, 310 West Wisconsin Avenue, Milwaukee, WI 53202.

Crowley, Kitty. *First Woman in the Skies.* Contemporary Perspectives, Inc., 145 East 49th Street, New York, NY 10017.

DeClue, Denise. *Women Shaping History.* Raintree Publishers, 310 West Wisconsin Avenue, Milwaukee, WI 53202.

French, Laura and Diana Stewart. *Women in Business.* Raintree Publishers, 310 West Wisconsin Avenue, Milwaukee, WI 53202.

Herta, D.J. *Free Spirit: Evonne Goolagong.* Raintree Publishers, 310 West Wisconsin Avenue, Milwaukee, WI 53202.

Jones, Betty Millsops. *Wonder Women of Sports.* Random House, Inc., School Division, 201 East 50th Street, New York, NY 10022.

Kielty, Bernadine. *Jenny Lind.* Houghton-Mifflin Co., Children's Trade Books, 2 Park Street, Boston, MA 02108.

McLenighan, Valjean. *Women and Science.* Raintree Publishers, 310 West Wisconsin Avenue, Milwaukee, WI 53202.

McLenighan, Valjean. *Women Who Dared.* Raintree Publishers, 310 West Wisconsin Avenue, Milwaukee, WI 53202.

McReynolds, Ginny. *Women in Power.* Raintree Publishers, 310 West Wisconsin Avenue, Milwaukee, WI 53202.

Myers, Martha Berry. *Angel of Appalachia.* Julian-Messner, Simon and Shuster Division of Gulf and Western Corp., 1230 Avenue of the Americas, New York, NY 10020.

Skold. *Sacajawea.* Dillon Press, Inc., 500 South Third Street, Minneapolis, MN 55415.

Stambler, Irwin. *Women in Sports.* Doubleday Co., Inc., 245 Park Avenue, New York, NY 10167.

Thatcher. *Fastest Woman on Earth.* Raintree Publishers, 310 West Wisconsin Avenue, Milwaukee, WI 53202.

Van Stienwyk. *Dorothy Hamill: Olympic Champion.* Harvey House, 20 Waterside Plaza, New York, NY 10010.

Record

Pioneer Women: Selections from Their Journals. Read by Sandy Dennis and Eileen Heckart. Caldman Records, 505 Eighth Avenue, New York, NY 10018.

Biographical Sketches

Jane Addams
In 1889, Jane Addams started the first social settlement in the United States. It was located in Chicago. Needy people and new immigrants could get food, shelter, and health care.

Louisa May Alcott
Ms. Alcott was an author. Her books tell about life in the nineteenth century. The most famous of her books is *Little Women.*

Susan B. Anthony
Susan B. Anthony led the fight for women's rights for 50 years. She was also a teacher, lecturer, and newspaper editor. She is the only woman to be honored with her image on U.S. currency—the Susan B. Anthony dollar.

Clara Barton
Clara Barton is the founder of the American Red Cross. She became one of the most famous nurses in the United State's history. She organized volunteer nurses during the Civil War and saved thousands of lives.

Elizabeth Blackwell
Dr. Blackwell was the first woman admitted to a medical school. She was denied the right to practice medicine in city hospitals. She then started her own hospital. She was also a leader for the education and acceptance of women as doctors.

Antoninette Brown
Ms. Brown was the first ordained female minister in the United States.

Pearl Buck
In 1938, Ms. Buck became the first American woman to win the Nobel Prize. She won the prize for her work in writing the *Good Earth*. She lived in China, where she gathered the information for her writings, for forty years.

Amelia Earhart
Amelia Earhart was the first woman to fly solo across the Atlantic Ocean. She also was the first pilot to fly from Hawaii to California across the Pacific. She is greatly admired for her courage as a pilot.

Juliette Gordon Low
Ms. Low founded the Girl Scouts of America in 1912. She became the first president of the national Girl Scouts.

Annie Oakley
Annie Oakley was one of the finest gun handlers of her day. She starred in the wild west shows of Buffalo Bill. She was well known for her ability to "out shoot" and "out ride" her competitors.

Pocahontas
Pocahontas is the famous Indian princess who befriended the early settlers. She helped many survive in the early settlement in Jamestown. She later married John Rolfe, the founder of Virginia's giant tobacco industry.

Eleanor Roosevelt
One of Ms. Roosevelt's contributions was her help in the passage of a Declaration of Human Rights. She was the nation's First Lady for several years. She spoke out on many national and international issues of the day.

Margaret Chase Smith
Ms. Smith was the first woman to serve in both the House of Representatives and Senate of our nation. She was also the first women to be nominated for the presidency of the United States by a major political party.

Harriet Beecher Stowe
Ms. Stowe was the author of *Uncle Tom's Cabin*. The book tells about the horrors of slavery.

Harriet Tubman
Ms. Tubman organized the "underground railroad" to help others escape from slavery. She helped more than 300 slaves escape to freedom. She also served as a Civil War scout and nurse.

Babe Didrikson Zaharias
Babe Zaharias is hailed as one of the greatest all-around athletes in history. Many of her records for women in track and field still hold today.

Computer Worksheet

The *Famous Women* hidden-word printout is a sample of how students use the computer. This was a contribution from one of the "Children Deserve Equity" pilot schools.*

Famous Women

```
L G K U A Q K C Q C O P K K H A I M I P R S B P H
F W Y T F G O P C I T C E L Z F Q I H T Q X W Y Y
N G Q K X M L T R P I N J X V H V Q R N M V W L U
A Q K O H T U I S O N Q P Q R Y X S H S Z M M C O
M X B W R V G D O Y P R G S J Z N J I Q X Z J I E
H C U R I E M P L V F J W E J Q U S T N E O A E B
C W X P B Z F Y T V W E B O O N E U S M I V K G D
N I G H T I N G A L E S A C A J A W E A H H F G Q
M B A N T H O N Y I A T S M J L T T X Y T F R T W
O C I G I A B U Q I P L V S N B C L Y U E R V T B
S I R X W O X Y C K E R C E Z E N J S E K X H S O
X R O O S E V E L T Z I P M Z F D Z Q R Z I P N C
L G W D N T X N S N D L E Z D X J B O L R B I Z A
F L A F U M F Q M W M A J S W M C F M S H C V Y J
H O G F C Z H G U E R M F Y P E D M M U W G X Q Y
G N X G P T V H N D A R Y B V K Q X L Q N A Y M C
C U J E P A Y X L P W G Z D B J J G C N E I E V T
R J L U N V G C H Z V O K M I C U Y L D N X U O V
F V G Z Y N U C L L A Q T N R T U B M A N Y G R V
W E R W L Z G U H A U X M W B A R T O N E M E M O
L T A E U J C K E A R H A R T X J S Z S F Z M M R
D O A Q A M X H J X B T G N S L H J R F H T U N I
A N D E R S O N K I Z A R M R W W H U D C P U W V
O S J J U C T I D N S Y Q K U W Q W X X G O V H I
L X G M T U J O K J V E F Y H J L F M C F I W E H
```

There are ten words hidden horizontally in this puzzle. Can you find them?

Here are the hidden words.

Anderson
Barton
Curie
Nightingale
Sacajawea
Anthony
Boone
Earhart
Roosevelt
Tubman

---

*Adapted from Sadie Sargent, Woodworth Public School, Woodworth, ND 58496.

Learning

Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.

The Foogles

From Cheryl Orgeman, Pine Lake Elementary School, River Road, Rhinelander, WI 54501, 1985.

Time. Approximately one class period.

Resources. Two creature puppets.

Objective

To introduce students to the limitations that stereotypes impose on learning opportunities and achievement.

Procedure. Introduce students to the creature puppets from the planet Biaszone—Hefoogle and Shefoogle. After the puppet presentation, lead a discussion about gender-learning stereotypes and students' individual skills and abilities.

Script

Hefoogle: Hello, Earthlings! I'm Hefoogle.

Shefoogle: And I'm Shefoogle. We're visiting from the planet Biaszone in a faraway galaxy.

Hefoogle: We have been visiting many earth schools.

Shefoogle: Earth schools are interesting places. We have been watching and listening, and now we know a lot about earth schools, correct Hefoogle?

Hefoogle: Correct, Shefoogle. We know that in earth schools boys and girls are very different.

Shefoogle: Earthling boys are not as smart in school as earthling girls. They don't like books. Boys don't like to read because they aren't as good at it as girls.

Hefoogle: Correct again, Shefoogle. And earthling boys do not spell earth words very well.

Shefoogle: Earthling girls are always neat. They are tidy and do very well on their school papers.

Hefoogle: But they do not understand anything about science. Girl earthlings know nothing about dinosaurs, or rocks, or outer space.

Shefoogle: Correct again. Girl earthlings only like spelling and reading. Science is too hard for them. And math is too hard for them, too. Numbers confuse girl earthlings.

Hefoogle: Boys like numbers. Math is always their favorite subject. But there is only one problem.

Shefoogle: What is that, Hefoogle?

Hefoogle: Earthling boys are so sloppy their teacher can't read their work.

Shefoogle: Boys are troublemakers in earth schools. They get hollered at for not paying attention. Boy earthlings never like school very much.

Hefoogle: Correct.

Shefoogle: But they do like computers. Only boy earthlings understand computers. Girl earthlings are confused by all the buttons. Computers are too complicated for girl earthlings.

Hefoogle: Boy earthlings are also better in physical education class. Girls do not like physical education. They are not as strong and as fast as boys.

Shefoogle: Correct. Earthling boys and earthling girls are very different in school.

Hefoogle: Shefoogle, it is time for us to beam ourselves back to our galaxy and report all we have learned about earth schools to the inhabitants of Biaszone.

Shefoogle: Goodbye, Earthlings!

Hefoogle, Shefoogle: Beep, Beep, Beep.

Discussion Questions

1. What are some of the things the Foogles said about boys in school? About girls in school?

2. Do you think the things they said are true? Why or why not?

3. What would school be like if everything the Foogles said were true?

4. What would happen when boys and girls grew up and tried to get jobs?

5. Tell about some of the things that you are good at in school.

6. In what ways are your interests and abilities different from those of the boy and girl earthlings that the Foogles talked about? In what ways are they the same?

Learning

Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.

Kids Like to Play

From *Children Deserve Equity Program*, developed by Rural Alternatives Institute, Box 163, Huron, SD 57350, 1983.

Time. Several 30-minute sessions.

Resources. Chalkboard, pictures, catalog of toys, games and toys.

Objectives

To identify favorite activities/games/toys.
To become aware of interests and abilities in play.
To learn a new skill.

Instructional Activities

1. *Introduction.* Introduce the activity by displaying pictures of children playing, games/toys, and/or catalogs of games/toys.

2. *Discussion/Activities.* Depending on the length and the extent of the activity or unit, a variety of experiences can be included.
   a. Compile a list of activities/games children enjoy doing during free time; e.g., read, run, jump, baseball, tag, jacks, jump rope, etc.
   b. Have each choose ten favorite activities/games for a "self-portrait" of things they like to do.
   c. Compare lists, noting similarities and differences. Discussion questions could include:
      Could both boys and girls do these activities?
      Why or why not?
      Is there something you would like to be able to do?
   d. Have each child choose an activity to learn to do.
      Based on the words and theme "I Can Do It, Too," write five sentences about the activity.
      Illustrate.
      Display pictures and sentences on a bulletin board, "See What We Can Do!"
      Have someone teach their activity.

3. *Extension.* Some other activities that could be included are:
   a. Cut out pictures of toys (or use actual toys). Sort pictures as to "Boys Toys," "Girls Toys," "Either Boys or Girls Toys." Discuss:
      Are there certain toys that only girls should play with?
      Only boys?
      Why?
   b. Examine packaging of toys and games. Look for
      kind of writing/advertisement used,
      illustrations of product and people, and
      who the toys are for.

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Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.

Play on Words

From *Children Deserve Equity Program*, developed by Rural Alternatives Institute, Box 163, Huron, SD 57350, 1983.

Time. Varies.

Resources. Tagboard, yarn or string, transparent markers, "Selected Biased Words and Alternatives" list (included).

Objective

To become aware of biased and unbiased occupational titles.

Instructional Activities

1. *Introduction.* During the study of vocabulary or compound words, children learn many words that end in "man," such as "policeman" and "fireman." Many of these words are occupational terms. List some of the words on the board. (Sample list included.)

2. *Discussion/Activities.* The following can be used to stimulate the class and/or as activities and questions:
   a. Ask the children, "What do all the words have in common?" "Does this mean that only men can do these jobs?"
   b. Discuss some of the words. Make a list of words.
   c. Explore alternatives for the biased words. (As the activity progresses, words can be added to the list.)
   d. As a group, decide what words could be substituted for the biased terms. Write the alternative words on the board.

3. *Culminating Activity.* Several approaches can be used to culminate the activity.
   a. Write all the words on word cards and place them on the bulletin board in columns labeled "Selected Biased Words" and "Alternatives."
   b. Attach a string or piece of yarn to each biased word. Have children match with the alternative.
   c. Use as a matching game on the desk or interest center.
   d. Develop a worksheet using biased words and alternatives.

Selected Biased Words and Alternatives

Selected Biased Words	*Alternatives*
authoress, poetess, sculptress	author, poet, sculptor
businessman	business executive
cameraman	camera operator or technician
chairman	chairperson
clergyman	clergy member
coed	student
congressman	member of Congress
fireman	firefighter
foreman	supervisor
mailman	mail carrier
manmade	artificial, synthetic
lineman	line installer
newsman	newscaster or news reporter
policeman	police officer
postman	letter carrier
salesman	salesperson, salesclerk
weatherman	weather forecaster, meteorologist
workman	worker

Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.

Super Sport

From *Children Deserve Equity Program*, developed by Rural Alternatives Institute, Box 163, Huron, SD 57350, 1983.

Time. Approximately one or two class periods.

Resources. Library books, pictures, physical education book, chalkboard, film or filmstrips, AV equipment.

Objectives

To become familiar with different kinds of individual and team sports.
To learn new games.
To become more aware of individual strengths and weaknesses.

Instructional Activities

1. *Introduction.* Introduce the activity by preparing a bulletin board, displaying pictures and books, and/or showing films or filmstrips related to sports.
2. *Discussion/Activities.* Depending on the length and the extent of the activity or unit, a variety of experiences can be included.
   a. Suggested questions for discussion could include the following:
      Have you ever played in a game where there were teams?
      Did someone keep score?
      Were there rules?
      Do you like playing on teams?
      Were you ever chosen to be on a team?
      How did you feel?
      If you were a captain of a team, how would you choose your teammates?
      Do you think girls and boys can play together on the same teams?
      Can you name any teams in our town that are just for girls or just for boys?
   b. Have a classroom sporting event.
   c. Have different groups teach another group a new game, such as how to bat a ball, catch a ball, jump rope, or something similar.
3. *Extension.* Following are some additional activities that could be included:
   a. List different sports and categories.
   b. List famous sport figures.
   c. Discuss the qualifications a person needs to do well in each sport.
   d. Invite sports figures to speak with the group about how to prepare for their sports.
   e. Look at films or filmstrips about famous sports figures.
   f. Read library books about sports figures of choice.
   g. Write stories or book reports.
   h. Illustrate different group and individual sports.

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Elementary/Primary

Learning

Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.

What's in My Name?

From *Children Deserve Equity Program*, developed by Rural Alternatives Institute, Box 163, Huron, SD 57350, 1983.

Time. 30 minutes.

Resources. Paper, pencils, dictionaries, adjective list (included).

Objectives

To become familiar with and to use adjectives.
To use adjectives for self-description.

Instructional Activities

1. *Preparation.* Prior to the activity, introduce or review adjectives and use of dictionary.

2. *Introduction.* List some adjectives on the chalkboard, paper, or cards.

   helpful
   athletic
   happy
   sad

   energetic
   strong
   active
   musical

   likeable
   noisy
   artistic
   jolly

3. *Activities.* Different approaches and/or activities can be used.
   a. Discuss the use of adjectives; give examples.
   b. Talk about the use of adjectives to describe different moods of people (happy, angry, likeable).
   c. Discuss:
      Are there any adjectives that describe only boys?
      Girls only?
      Do you know any *brave* women?
      Men who have been *scared*?
      Boys who are *artistic*?
      Girls who are *strong*?
   d. Use the list of adjectives on the chalkboard to demonstrate how to build an acronym using names. For example:

   Jolly
   Athletic
   Noisy
   Energetic

   Strong
   Active
   Musical

e. Pass out copies of the list of "Selected Adjectives" (included) and make dictionaries available.
f. Ask the students to choose an adjective for each letter in their own name.
g. As an alternative, have them choose words describing different moods at different times for each letter.

4. *Extension*. Other activities could include:
   a. Tape each child's adjective name to her/his desk.
   b. Make a bulletin board of the adjective names.
   c. Have the students write adjective names for friends or relatives.
   d. Give the students a list of adjectives to alphabetize.
   e. Use the dictionary and have students find adjectives for their name.
   f. Use the dictionary and have students find an adjective for each letter of the alphabet.

Selected Adjectives

A

active
afraid
angry
artistic
athletic

B

bad
beautiful
big
bright
brave

C

calm
careful
careless
charming
cheerful
clever
colorful
cool
cross
cruel
curious

D

dangerous
daring
delicate
delightful
dirty
dizzy
dreamy
dull

E

energetic
equal
excitable

F

fabulous
fair
famous
fast
forgetful
friendly
funny

G

gentle
gloomy
good
good-looking
good-natured
grand
great

H

handy
happy
healthy
heavy
helpful
helpless
honest
hopeful
hopeless
hungry

I

important
impossible
intelligent
interesting
inventive

J

jealous
jerky
jolly
joyful
jumpy

K

keen
kind
knowing

L

large
lazy
likeable
lonely
lonesome
loud
lovely
loving
lucky

M

mean
merry
messy
mighty
musical
mysterious

N

nasty
neat
nervous
nice
noisy

O

obedient
odd
old
original
outlandish

P

perfect
pest
playful
pleasant
polite
popular
proud

Q

quiet
quick

R

reliable
religious
remarkable
respectful
restless
romantic
rough
rude

S

sad
scary
selfish
selfless
serious
short
shy
silly
skilled
sluggish
small
smart
strong

T

tall
tiny
tough
tricky

U

ugly
uncertain
unfriendly
unhappy
unique

V

vague
verbal
victorious

W

warm
weak
well
wild
wise
witty
wonderful

X

Y

young
youthful

Z

zealous

Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.

Women's Roles in Early Literature

From *The Yellow, Blue, and Red Book*, Project Equality, Title III, ESEA, Highline Public Schools, 15675 Ambaum Blvd. S.W., Seattle, WA 98166, 1976.

Time. 40 minutes.

Resources. Stories about women.

Objectives

To improve listening skills.
To increase awareness of the roles women perform.
To decrease sex-role stereotyping.

Procedure. Select several children's short stories about females in earlier times to read to the class over a period of several days or weeks.

Before reading, ask the students to listen very carefully to the story you are about to read because you will be asking them what jobs and duties the females performed and what kind of people the women seemed to be.

After a story or segment of a story has been read, use the following questions to direct a discussion.

1. What job did the woman have? (What was the job's name?)
2. What was the woman or girl's role?
3. What personal characteristics did she possess?
4. What was the girl or woman like as a person?
5. Are the activities talked about in the story very much like our life today?
6. Have things changed much for people since this story was written? Give some examples to support your answer.

Bring closure to the activity by summing up the general tone from the discussion or by calling on a student(s) to make some summary statements.

Personal/Social (1)

Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

Browsing Through Books

From *Children Deserve Equity Program*, developed by Rural Alternatives Institute, Box 163, Huron, SD 57350, 1983.

Time. Varies (20 to 30 minutes for each activity).

Resources. Textbooks, library books.

Objectives

To become familiar with contents and parts of books.
To learn to recognize stereotypes and bias in books.

Instructional Activities

1. *Introduction.* Introduce activity by preparing a bulletin board, displaying books, or assembling a reading interest center.

2. *Activities.* Depending on the length and the extent of the unit, a variety of activities could be included.
   a. About the Book. Things to talk about, become familiar with, and locate.
      - Name of book
      - Title page
      - Authors and illustrators
      - Publishers
      - Copyright date
      - Contents page and index page
      - Illustrations or photos
      - Printing

   b. What Is It? Things to know about and locate.
      - Contents page
        - story title or chapter title
        - page number
      - Story page
        - title
        - paragraphs (indentations)
        - margins
        - quotations

   c. About the Story and Illustrations. Things that could be talked about include:
      - Story Content—After reading the story, questions that could be asked might include:
        - Is the main character male or female?

How would you describe the main character? (Terms may need to be defined.)

resourceful	sensitive
clever	assertive
gentle	adventurous

How would you describe each of the other characters?
Are any of the characters stereotyped? ("Stereotyped" may need to be discussed.)
Are there any biases toward groups of people? ("Bias" may need to be explained.)
What kind of activities are each of the characters doing?

Illustrations or Photos—Things to notice might include
- number of males,
- number of females,
- whether people are stereotyped,
- whether there are any minorities or handicapped, and
- whether families are represented (traditional or others?).

Extended—Additional activities might include:
- Randomly sample the *illustrations* in the book to check for
  - stereotypes;
  - fair representation of male, female, minorities, and handicapped;
  - representative portrayals of different family units; and
  - types of activities each character is doing.
- Randomly sample the *stories* in the book to check for
  - stereotypes;
  - fair representation of male, female, minorities,
  - handicapped, and different family units; and,
  - depicting characters showing a wide range of emotions.

Personal/Social (1)

Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

Creative Use of Biased Materials

From Ruth Simon in *Nontraditional Lesson Plans*, Cincinnati Consolidated School District, 230 East 9th Street, Cincinnati, OH 45202, 1981.

Time. 20 to 25 minutes.

Resources. List of "Values Statements" and "Answer Sheets" with round circles (included), numbered to correspond with statements to be read.

Objective

To give students practice in recognizing biased statements.

Procedure

1. Hand out sheets of paper to class.
2. When each statement is read aloud by the facilitator, students should draw an appropriate face in the circle corresponding to the number of the statement. (See "Directions" on the Answer Sheets.)
3. After all statements have been read and students have marked all the circles, the facilitator should go over each statement and allow students to voice their opinions before the correct answer is given.

Values Statements

Directions. Read the following statements to students. After each statemnt is read, allow students time to draw an unhappy or a happy face (unhappy faces for biased statements; happy for unbiased statements). You may want to explain what "bias" is and why it can be a bad thing. (It's usually not true, it's not real all the time, and it makes us believe we can't or shouldn't do something good when we can.)

Sample Statements

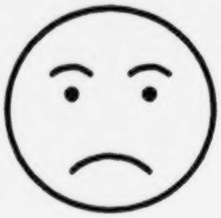
1. Only girls can play with dolls.
2. Only boys can play with trucks.
3. Everybody can play tag.
4. Boys and girls can learn to read.
5. Girls are better at arithmetic.
6. Boys can take care of their little sister.
7. Boys get into trouble more than girls.
8. Boys and girls should not fight.
9. Girls can grow up to be president just like boys.
10. Teachers should be women, not men.
11. A man or a woman can be principal.
12. Boys should be able to use the computer more than girls.
13. Boys should be able to cook.
14. Girls should be able to water the plants more than boys.
15. Girls should be able to play baseball if they want to.

Answer Sheets

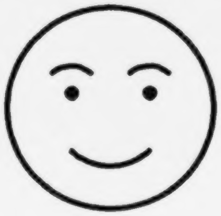
Directions. **When each statement is read aloud, draw an appropriate face in the circle corresponding to the number of the statement—draw an unhappy face for statements you think are biased and a happy face for nonbiased statements.**

Example:

Unhappy Face
(Biased Statement)



Happy Face
(Non-Biased Statement)



Answers

1. ○
2. ○
3. ○
4. ○
5. ○
6. ○
7. ○
8. ○
9. ○
10. ○
11. ○
12. ○
13. ○
14. ○
15. ○

Personal/Social (1)

Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

Nursery Rhymes

From *Children Deserve Equity Program*, developed by Rural Alternatives Institute, Box 163, Huron, SD 57350, 1983.

Time. 15 to 20 minutes.

Resources. Nursery rhymes and "Nursery Rhyme Chart" (included).

Objectives

To become familiar with stereotyped roles that appear in nursery rhymes.
To become familiar with stereotyped qualities assumed about girls and boys in nursery rhymes.

Instructional Activities

1. *Introduction.* As an interest builder, prepare a bulletin board displaying pictures of nursery rhymes.

2. *Activities.* The suggested activities could include the following:
    a. Analyze nursery rhymes; e.g., *Peter, Peter, Pumpkin Eater; There Was an Old Woman; Little Miss Muffett.*
        Talk about roles of characters.
        Ask the following:
            What is the role played by each person?
            What do you think the rhyme suggests as to the way the characters (male and female) see themselves? Put the "Nursery Rhyme Chart" on the board and fill it in.
    b. As a group, rewrite the nursery rhyme.

3. *Extension.* Additional activities could include
    a. looking for rhyming words,
    b. illustrating nursery rhymes studied, and
    c. making a *My Nursery Rhyme* booklet.

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Nursery Rhyme Chart

Title of Rhyme	Message Conveyed
Peter, Peter, Pumpkin Eater	You have to put a wife in some sort of cage to keep her.
Little Miss Muffet	
What Are Little Girls Made Of?	
What Are Little Boys Made Of?	

Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

Role Model Detection in Stories

From *The Yellow, Blue, and Red Book*, Project Equality, Title III, ESEA, Highline Public Schools, 15675 Ambaum Blvd. S.W., Seattle, WA 98166, 1976.

Time. 10 to 20 minutes.

Resources. Reading material usually read in class.

Objectives

To analyze role models in student materials.
To use reading and listening skills.
To decrease sex-role stereotyping.

Procedure. Select discussion questions from the ones below that are appropriate for the time available, material just read, and maturity of the students. Keep in mind the diversity of activities and skills that will be needed to meet the demands of the twenty-first century.

1. Are men and women shown in roles other than parents?

2. Are men pictured doing housework or feeding children?

3. Are some of the workers women? Are females shown in a variety of roles, i.e., carpenter, doctor, photographer?

4. If the story is about animals, what do the male characters do? What do the female characters do? (Are their activities different from the things people do?)

5. Are people of several physical types shown? Are there handicapped people, people with glasses and braces, bald people, fat people, etc., shown?

6. Are only white people depicted?

7. Are the women and men all standardly attractive? Are some women and men unusual looking?

8. Are the families composed of two parents, a few children, and pets? Are there single-parent families, single people, extended families, grandparents, or couples with no children?

Personal/Social (1)

Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

Self-Enhancing Prophecy

From Michelle Kavanaugh, *When I Grow Up*, Humanics Limited, P.O. Box 7447, Atlanta, GA 30309, 1979.

Time. Two 20-minute blocks with a break between of one hour or less.

Resources. Teacher set of six 8½" x 11" drawings to depict the six positive behavioral traits (included); a teacher set of six behavioral descriptions to accompany the drawings (included); child answer cards (six times the number of children participating); one crayon for each participant; sheets of newsprint, headed in advance, to record results with children; and a copy of the book *Blueberries For Sal* by Robert McCloskey (New York: Viking Press, 1948).

Objectives for Children

To describe children's expectancies regarding positive behavior traits on the basis of gender alone.
To compare children's expectancies with those of others.
To test reality of sex-typed expectancies through problem solving, discussion, and analysis of stories.

Objective for Teachers

To assess the existence of children's sex-typed attitudes regarding positive behavioral traits.

Number of Participants

25 maximum.

Procedure

1. The teacher will say to the class:
   "I am going to show you some pictures. Each picture shows a child doing something that this child does a lot. Look at the picture and decide whether the child is more likely to be a boy, a girl, or either."

2. The teachers shows the first picture, "*Big Courageous,*" but does not give the picture that name aloud. The teacher reads the behavioral description that accompanies the picture.

3. Each child receives an answer card and is instructed to decide whether he/she thinks the person described sounds most like a boy, a girl, or either one. The child can circle the appropriate figure to show the answer. The cards are collected and labeled appropriately to distinguish them from each of the other five sets.

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4. The teacher does the remaining five behavior descriptions in the same way; first, showing the picture without naming it and then reading the description. Students' responses are collected. Encourage children to save comments for a later discussion.

5. The children's answer card data is analyzed by letting them assist in the counting and recording on newsprint. Mark the number of boy responses, number of girl responses, and number where both were indicated.

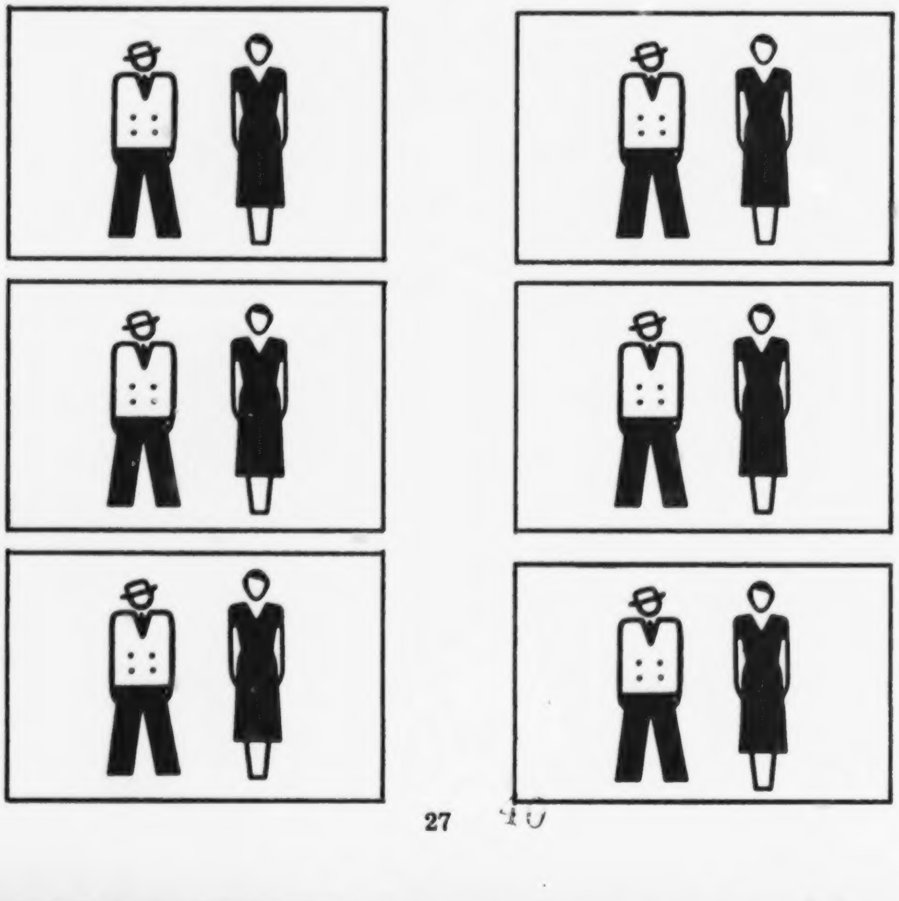
6. The teacher leads a discussion with the children, helping them compare their answers with real behaviors they have observed. Children are encouraged to think about the origin of their sex-typed attitudes.

7. The teacher reads the book, *Blueberries for Sal* by Robert McCloskey, published by Viking Press. Children are asked if "Sal" acts like a boy or a girl, and they are asked how can they tell. Children are then encouraged to discuss whether activities should be limited to girls or boys only.

8. Children are asked to observe for one week to see if they or their friends encounter situations which limit activities to boys only or girls only. During the week a list is made of these incidents. Activities limited to only boys or to only girls are then discussed.

9. The teacher posts six different newsprint sheets with the titles "Big Courageous," "Hard Worker," "Big Friendly," "Big Thinker," "Very Honest," and "Big Protector." Children are asked to watch for persons who behave like the descriptions and to write the names of these persons on the charts. This can be continued as long as there is interest.

Child Answer Card



Six Behavioral Descriptions

Big Courageous
This person is hardly ever afraid to try new things. This person goes to places like the dentist's office or birthday parties and knows what to do without worrying about strangers or acting shy and frightened. This person usually doesn't cry about falling down or getting shots either.

Hard Worker
This person will always do the work and even will help do work for others. This person doesn't give up easily or say, "I can't." You can count on this person to put toys away, clean up, do school work, and run errands.

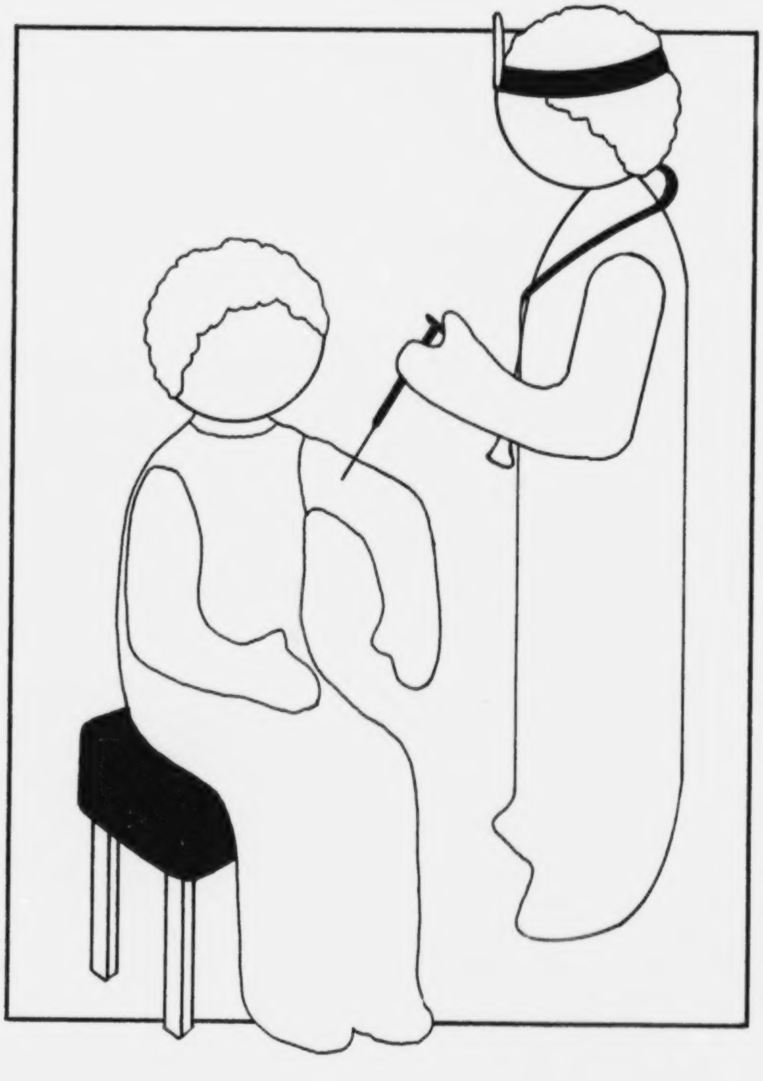
Big Friendly
This person cares about other people. If you fall down or get hurt, this person will try to help. If you are sad, this person tries to cheer you up. This person always says, "Hi," and usually shares, and likes to play with other people.

Big Thinker
This person is very smart. This person usually can give the answers or tries to figure them out. This person almost always wants to know how come something works, or how come something is true. This person usually has a lot of good ideas about what to do or what to make.

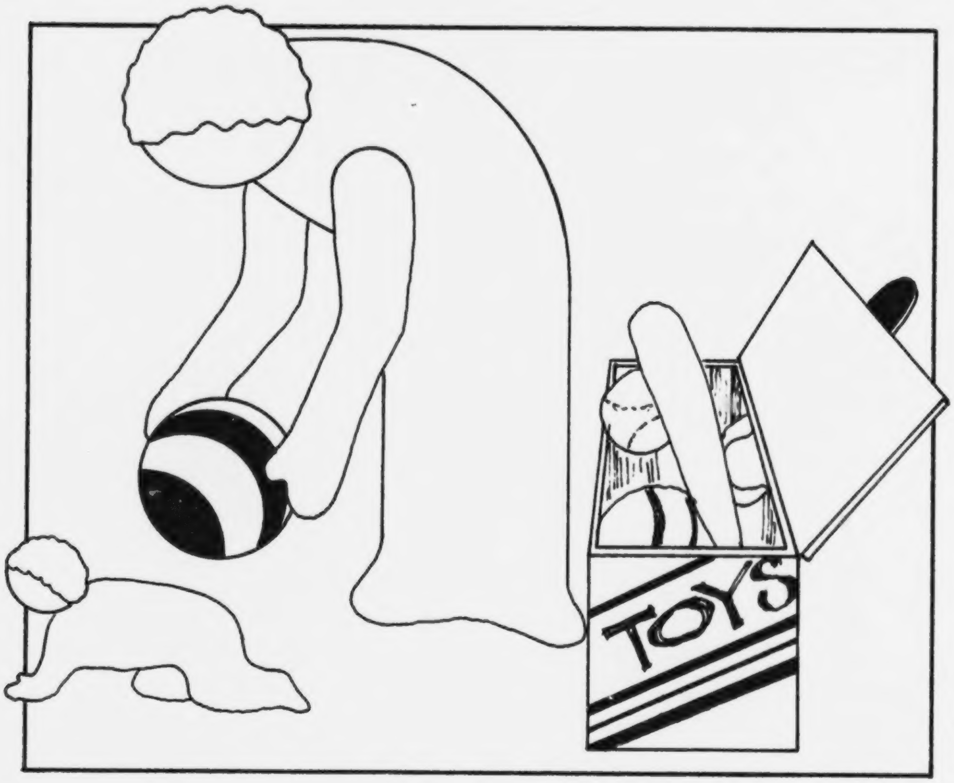
Very Honest
This person does not try to pretend to be somebody special when he or she is not. This person usually tells the truth even if it means getting in trouble for something done wrong.

Big Protector
You can count on this person to stand up for what is right and fair without being mean. This person can stop you from taking toys and things without hitting. This person takes care of property, pets, family, and friends without always getting into fights, but still nobody pushes this person around.

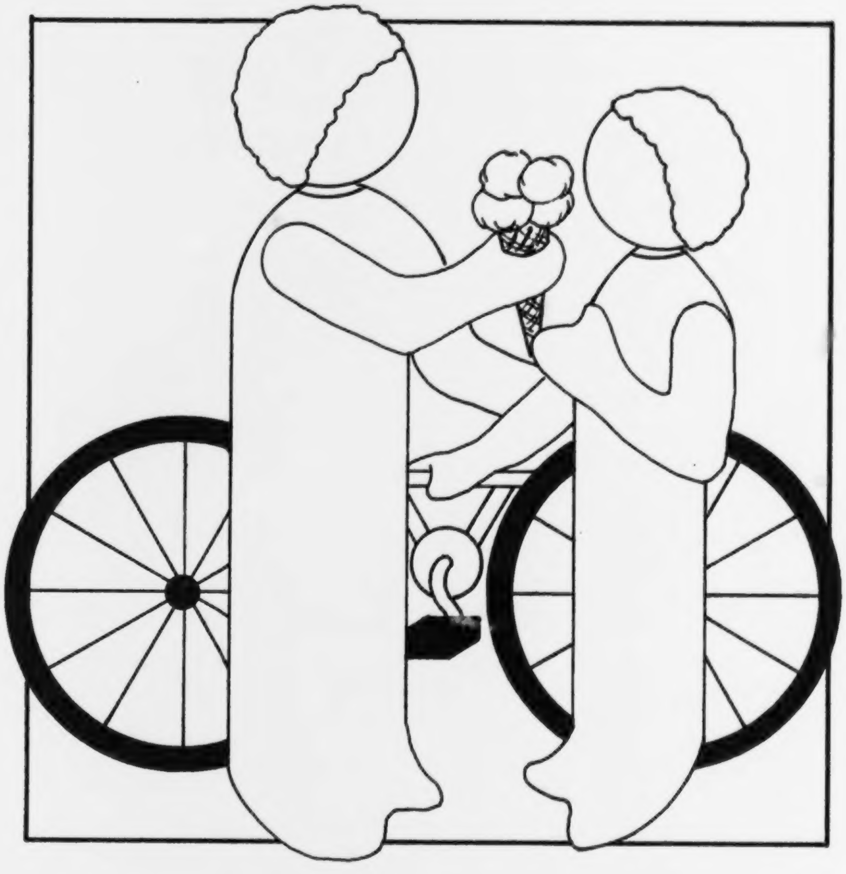
Big Courageous



Hard Worker



Big Friendly



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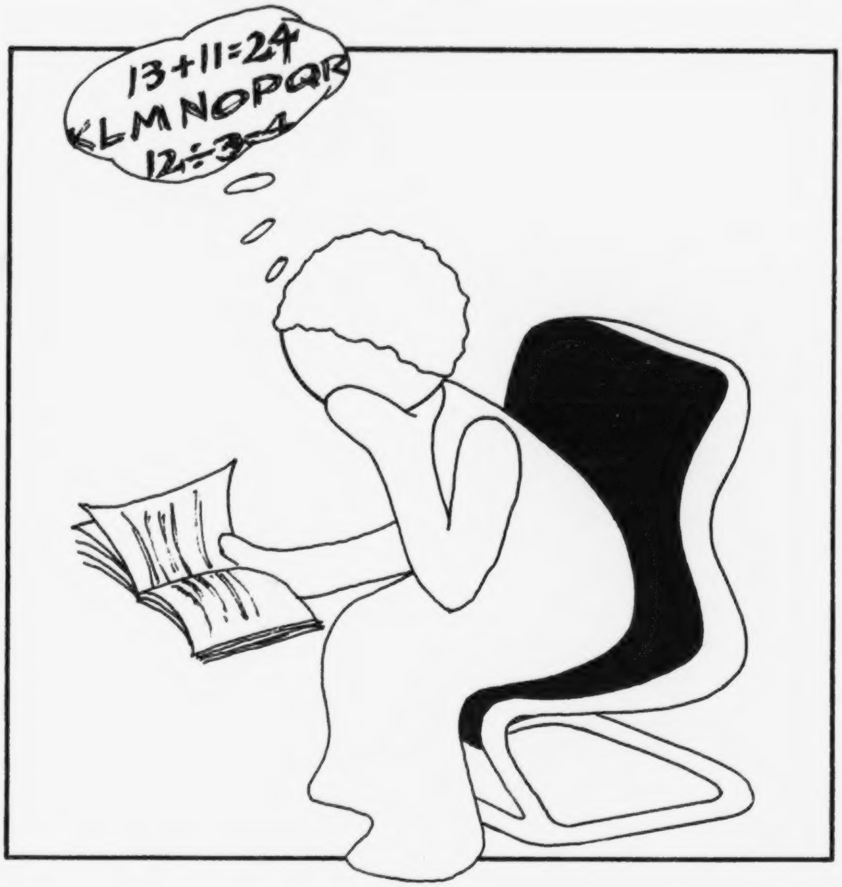
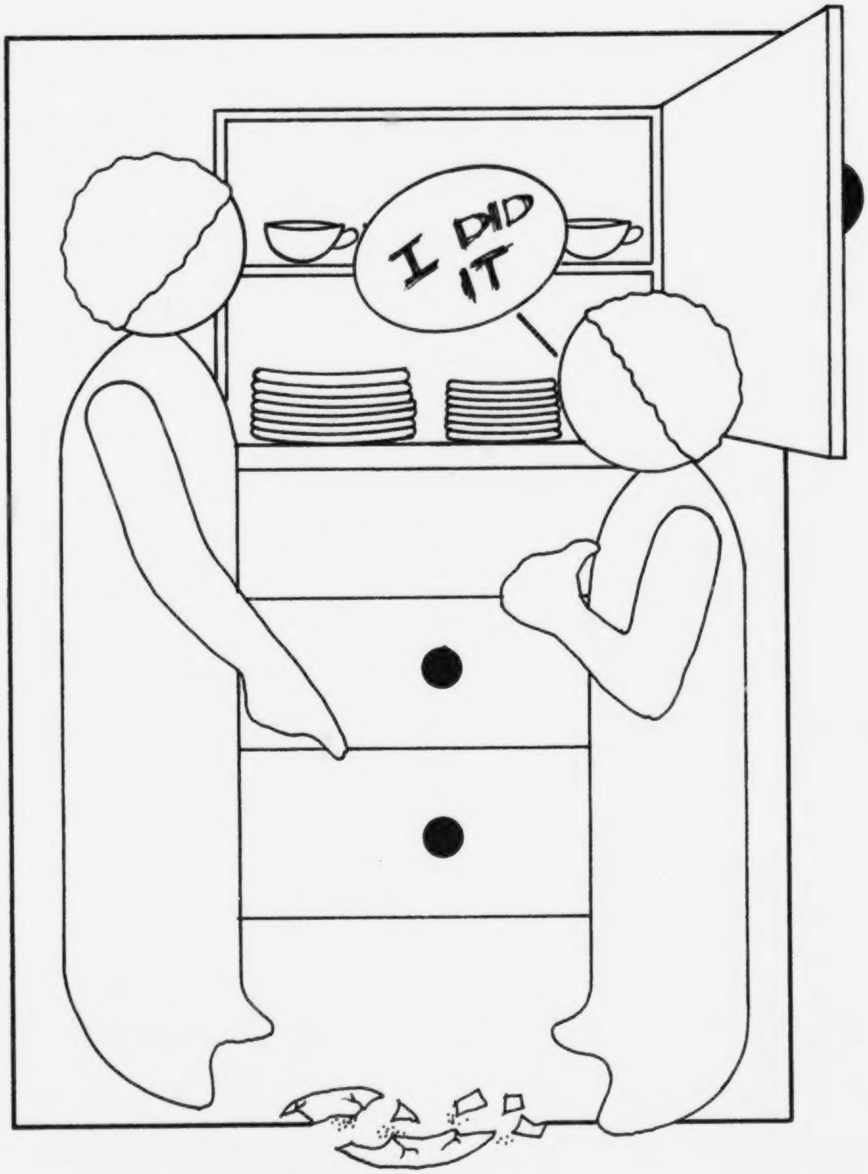
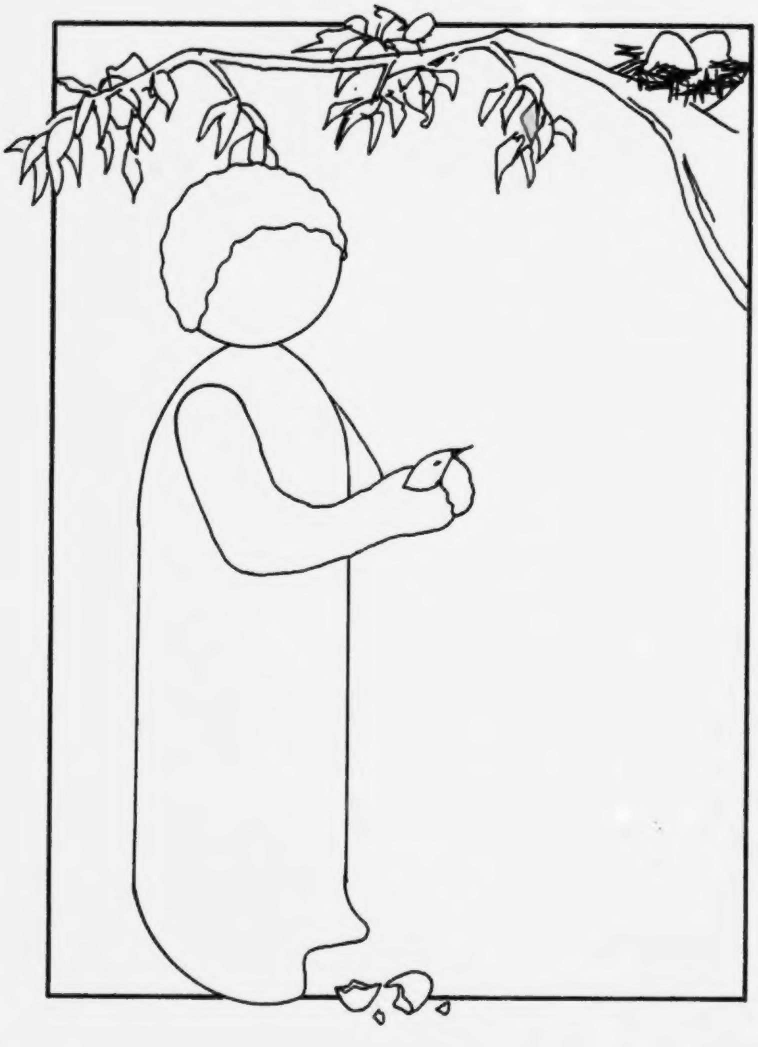
Big Thinker


13+11=24
KLMNOPQR
12÷3=4

Very Honest



Big Protector



Understand the impact of cultural influences on sex-role stereotyping.

Between Two Covers

From *Today's Changing Roles: An Approach to Nonsexist Teaching,* The National Foundation for the Improvement of Education, 1156 15th St. N.W., Washington, DC 20005, 1974; and *Sexism in Education,* The Emma Willard Task Force on Education, Box 14229, Minneapolis, MN 55414.

Time. Approximately 30 minutes.

Resources. Familiar textbook.

Objective

To help students recognize that male and female roles in books do not always reflect our lives and experiences.

Procedure. Select a text the children know. Have them evaluate pictures and action in the book, and compare them to reality.

Discussion Questions

1. Did the girls and boys in the pictures act like you or your family?
2. Did the adults in the pictures remind you of adults you know?

Personal/Social (2)

Understand the impact of cultural influences on sex-role stereotyping.

Caddie Woodlawn

From Laurie Olsen Johnson, *Nonsexist Curricular Materials for Elementary Schools*, The Feminist Press, Box 334, Old Westbury, NY 11568, 1974.

Time. Varies.

Resources. The book *Caddie Woodlawn* by Carol Ryrie Brink (New York: Macmillan and Co., 1935).

Objectives

To understand that sex roles are taught and that sex-role behavior is influenced by one's historical situation.
To provide information on what is considered "typical" or "atypical" sex-role behavior.
To understand that rigid sex roles can restrict and stifle.

Rationale. The study questions emphasize historical setting and sex-role behavior. *Caddie Woodlawn* explains the pressures on a young pioneer girl to give up her independence and conform to the role of a pioneer woman. It is a book which deals directly with a woman's struggle with sex-role expectations.

Procedure. Read and discuss the book *Caddie Woodlawn*. After the story has been read, review the historical setting and ask questions.

What time does it take place?
How did the Civil War affect these frontier families?
Why did this family choose to live on the edge of civilization rather than in a city?

The research theme is "What kinds of things did females do, what kinds of things did males do, and why?"

Make a list under the following columns:

Things only females did.
Things only males did.
Things they did together.

Discussion Questions

1. Can you make a general statement, based on the above lists, that sums up the roles of the men and of the women?

2. Why was Caddie an exception to the rule on how little girls should be reared?

3. The author makes it clear that if one had to choose between the childhood of Caddie and her brothers and the childhood of Clara and Annabelle, it wouldn't be a difficult choice at all. Caddie's life was much more fun and exciting. Why do her mother and father agree that after she gains her strength Caddie must begin to learn to "be a lady?" Do you agree with their decision?

4. Can you describe what Caddie's life might be like were she not trained to "be a lady" and left to grow up like her brothers?

Personal/Social (2)

Understand the impact of cultural influences on sex-role stereotyping.

Gift List

From *Today's Changing Roles: An Approach to Nonsexist Teaching*, The National Foundation for the Improvement of Education, 1156 15th St. N.W., Washington, DC 20005, 1974; and *Sexism in Education*, The Emma Willard Task Force on Education, Box 14229, Minneapolis, MN 55414.

Time. Approximately one class period.

Resources. Magazines that can be cut up.

Objective

To show that sex stereotypes influence gift selection and that gift selections reinforce sex stereotypes.

Procedure. This assignment is a good one to use near holidays. Have students list the members of their families, separating each name by several spaces. After each name, students should show (by drawing or pasting pictures from magazines) several gifts suitable for that person.

Discussion Questions

Could each gift be given to someone of the opposite sex? Why or why not?

Understand the impact of cultural influences on sex-role stereotyping.

Good Things Come in Small Packages

From Cheryl Orgeman, Pine Lake Elementary School, River Road, Rhinelander, WI 54501, 1985.

Time. Approximately one class period.

Resources. Three wrapped packages (one male-stereotyped toy, one female-stereotyped toy, and one toy that is not gender specific).

Objective

To demonstrate that sex-role stereotypes are often evident in children's toys.

Procedure. Wrap three packages, one containing a male-stereotyped toy, one a female-stereotyped toy, and one a toy which is not gender specific. To enhance the activity, wrap any two packages in a stereotypic fashion (i.e., blue or pink bows, "masculine" and "feminine" gift wrap) and one in "neutral" paper.

Have the students examine the packages. Ask them to guess if the packages are for a girl or boy. How could they tell?

An alternative would be to have students vote for the package they would choose if the gift was for them. Note whether the vote is along gender lines. Ask students to indicate why they chose that gift.

Open each gift. Ask if the toy is for a girl or boy. Have students explain their reasoning. Ask if a girl could play with this toy (for male-stereotyped toy) or whether a boy could play with this toy (for female-stereotyped toy).

Another approach would be to ask "If you had to buy a present for a friend who was a boy, what would you buy? If you had to buy a present for a friend who was a girl, what would you buy? If you were asked to buy a present but you didn't know if it was for a girl or boy, what would you buy?"

Finally, ask "Should some toys be just for girls or just for boys? Why or why not?"

Personal/Social (2)

Understand the impact of cultural influences on sex-role stereotyping.

That's All We Know

From Cheryl Orgeman, Pine Lake Elementary School, River Road, Rhinelander, WI 54501, 1985.

Time. Approximately one class period.

Resources. Videotape of children's TV commercials *or* children's pictures from toy catalogues.

Objective

To make students aware that sex-role stereotypes are influenced by the media.

Procedure. Videotape several commercials which are aired during Saturday morning children's programs.

Tell the students that you are going to show them the commercial videotapes. Ask them to pretend that they are visitors from another planet and that they know nothing about American girls or boys. The only things they will know about what girls and boys are like will come from watching these commercials, and they will have to report what they find out to their leader.

Show the commercial videotapes to the students.

You can either act as leader or add interest by creating a "creature puppet" to whom the students report their findings.

Alternative. If you cannot use commercial videotapes, you can cut out pictures of children with toys from a Christmas catalog.

Discussion Questions

1. What kinds of things do boys like to do?
2. What kinds of things do girls like to do?
3. How do American boys act?
4. How do American girls act?
5. Are there things they do that are the same? In what ways are they alike?

Personal/Social (3)

Be aware of the ways in which sex-role stereotyping and sex bias affect personal development and relationships.

Kinds of Families

From Diane Sakmyster in *Nontraditional Lesson Plans*, Cincinnati Consolidated School District, 230 East 9th Street, Cincinnati, OH 45202, 1981.

Time. Varies.

Resources. Drawing materials, graph paper.

Objective

To give students a chance to identify different family organizations.

Procedure. Ask students a series of questions dealing with families they know.

1. How many students know a child who lives with only their mother?
2. How many students know a child who lives with only their father?
3. How many students know someone who lives with someone other than parents?
4. How many students know someone who lives with two parents?

These questions can be used in several different ways.

Language Arts. Write or tell a short story about a child who lives with (fill in one choice).

Mathematics. Using graph paper, have students make a bar for the number of students who know someone in each category. Use this to explain bar graphing.

Art. Draw a picture representing each (or one) type of family having fun.

Social Studies. Compare the types of families in the United States to those in another country.

Personal/Social (3)

Be aware of the ways in which sex-role stereotyping and sex bias affect personal development and relationships.

Ladies First

From Cheryl Orgeman, Pine Lake Elementary School, River Road, Rhinelander, WI 54501, 1985.

Time. Approximately one class period.

Resources. *Free To Be You and Me* record.

Objective

To examine ways that boys and girls are treated differently in our society.

Procedure. Ask students to define the word "privileges." Tell them you are going to play a story about a little girl who expects special privileges.

Play the story "Ladies First" from the record *Free To Be You and Me.*

Discussion Questions

1. What special privilege did the "tender sweet young thing" in the story expect? How did she act?
2. Why did she expect to go first all the time?
3. What price did she have to pay for expecting special treatment?
4. What are some other ways girls sometimes receive special treatment just because they are girls? At home? At school?
5. What are some ways that boys sometimes receive special treatment? At home? At school?
6. Is that fair?

Be aware of the ways in which sex-role stereotyping and sex bias affect personal development and relationships.

Sample Problems

From Michelle Kavanaugh, *When I Grow Up*, Humanics Limited, P.O. Box 7447, Atlanta, GA 30309, 1979.

Time. Approximately one class period.

Resources. None.

Objectives

To provide students with the opportunity to list strategies to address sensitive issues.
To discuss how each situation contributes to the healthy growth of a person.

Procedure. Use the discussion questions for a large group discussion led by the teacher *or* divide the class into three groups to present solution(s) to the rest of the class.

Discussion Questions

1. A boy wants to play in the housekeeping corner, fixing meals and tending children. The other boys laugh at him and call him "weird." What should be done?

2. Jose's father drops him off at school everyday and kisses him good-bye. The other kids start teasing him about this. What should Jose do?

3. Willie and Shirley like to play hospital but Willie refuses to play unless he can be the doctor. Shirley is tired of being the nurse and wants a chance to be the doctor. What should be done?

Career/Vocational (1)

Acquire knowledge about different occupations and changing male/female roles.

Are Hammers Just for Men?

From *The Yellow, Blue, and Red Book*, Project Equality, Title III, ESEA, Highline Public Schools, 15675 Ambaum Blvd. S.W., Seattle, WA 98166, 1976.

Time. Approximately one class period.

Resources. Common objects, such as a hammer, pancake turner, iron, baby bottle, tape measure, stapler.

Objectives

To increase vocabulary.
To expand occupational perceptions.
To decrease sex-role stereotyping.

Procedure. Hold up an object, such as a hammer, and ask the students to think about what this item is and what it could be used for. After a few moments, call for volunteers to name and explain the uses of the item. Ask the students what kind of people would use a hammer in their work. Call on volunteers and list the student responses on the board. Ask the students if females have the abilities and skill to use the hammer in each of the jobs or situations listed on the board; then ask the same question for males.

The outcomes of this activity are that students (1) learn the name of the item, (2) learn what the item is used for, (3) learn which workers would use the item, and (4) learn that the item can be used by any person who has the ability and skill to do so, whether male or female.

Acquire knowledge about different occupations and changing male/female roles.

Career Role-Playing

From Cheryl Orgeman, Pine Lake Elementary School, River Road, Rhinelander, WI 54501, 1985.

Time. Approximately one class period.

Resources. Large sheet of paper.

Objective

To create awareness of different occupations in a nonstereotypic way.

Procedure. Tell students that they are going to be asked to create a list of all the jobs they can think of in ten minutes. Record their responses on the large sheet of paper.

After the list is completed, tell students you are going to ask for volunteers to role-play various careers from the list. To increase the fun, choose one student to role-play a responsible worker and one student to role-play the same job as an irresponsible worker. Encourage students to "ham it up."

Choose students for role-playing with attention to equity. Select both boys and girls to be auto mechanics, nurses, dancers, doctors, pilots, beauticians, etc. Take the opportunity to discuss the appropriateness of these occupations for both boys and girls.

Career/Vocational (1)

Acquire knowledge about different occupations and changing male/female roles.

My Family Works

From *Children Deserve Equity Program*, developed by Rural Alternatives Institute, Box 163, Huron, SD 57350, 1983. (Based on Beverly Erhdahl and Jean Powell, "Parent's Occupations," *Career Education Plan—Elementary Activity Book*, Huron Public Schools, Huron, SD 57350, 1979.)

Time. Approximately two to three weeks.

Resources. Camera, finger puppets, large scrapbook, library books on careers, films or filmstrips on careers, AV equipment, large paper for mural, "Request Form," and "Confirmation Note" (samples included).

Objectives

To be able to state whether an occupation is clean, dirty, safe, dangerous, quiet, or noisy; whether it is indoors, outdoors, or both; and whether it deals mainly with animals, people, or things.
To be able to define some of the words from a new vocabulary list.
To learn about different kinds of work.
To become aware of the importance of each job.

Instructional Activities

1. *Request Form for Parent/Guardian.* Prior to the career unit, send out a "Request Form" and, when appropriate, a "Confirmation Note."

2. *Introduction.* Introduce the unit by reading books on careers, showing films or filmstrips, and/or putting up a bulletin board on careers.

3. *Parents/Guardians' Occupations.* Compile a list of the occupations of *all* parents/guardians (remember the *homemaker*).

4. *Rules for Field Trips and Classroom Visits.* Establish guidelines for classroom visits and field trips. Include the following suggestions:
   a. Listening politely to speakers.
   b. Behavior on field trips.
   c. Question asking (as opposed to *telling* or "what if").
   d. Things to look and listen for.
   e. How to introduce people (child can introduce parent/guardian).

5. *Classroom Visit or Field Trip.* Depending on the length and the extent of the unit, include a variety of experiences during and following the visits and/or field trips. Some suggestions might include the following:
   a. New Vocabulary. Make a list of new words to learn and the definitions.

b. Experience Story. Write a class-dictated experience story about each occupation. Discuss. (Stories could be typed to include in a scrapbook.)

c. Snapshots. Take pictures of each speaker and/or field trip visit.

d. Creative Writing. Write a story about an occupation of choice. Illustrate the story.

e. Finger Puppets. Make or obtain finger puppets and use to tell about an occupation of choice.

f. Scrapbook. Assemble a career unit scrapbook. Things that might be included are
    table of contents,
    occupations (for the year),
    new vocabulary list, and
    other things such as pictures and stories.

g. Thank You Letters. Write thank you letters to the participants. Snapshots taken during the visit and/or field trip can also be included.

Request Form

Dear ______________________________,

So that the children can better understand the importance of all types of work and how people spend their time at their jobs, we are planning a unit on "Career Education" ______(fill in the dates)______.

If you would be willing to talk about your work for about 10 to 15 minutes, please fill out and return this form to school. (Remember, being a homemaker is a career, too.)

If you feel first-grade students would profit from visiting your place of business, please indicate when it would be convenient. If you live on a farm and would like to have us visit, make a note of that, too.

Thank you,

The First-Grade Class and
(teacher's name)

Please fill out and return this slip.

Check one
- ☐ I would be willing to give a talk to the class.
- ☐ I would be willing to have the first-grade class visit my place of business.
- ☐ I would be willing to have the first-grade class visit my farm.

Occupation	Business
Name	Phone
Date and time available	

We will contact you later for confirmation of date and time. Thank you.

Confirmation Note for Classroom Visit

Dear ______________________________,

Thank you for volunteering to talk to us about your work. In your talk you may wish to include some of the following information:

Special tools or equipment needed
Special clothing or uniform worn
Special training or education needed
Advantages and disadvantages of the job
Likes or dislikes about the work
Whether work is quiet, noisy, clean, dirty, dangerous, safe, etc.
Whether work is with others, with animals, etc.
Hours worked a day
Who (or what) depends on your job
Who (or what job) you depend on in order to do your work

We will be expecting you ____________________________ at __________________.
(day and date) (time)

Thank you again.

(Teacher's Name)

Career/Vocational (1)

Acquire knowledge about different occupations and changing male/female roles.

Our Five Senses on the Job

From *Children Deserve Equity Program*, developed by Rural Alternatives Institute, Box 163, Huron, SD 57350, 1983.

Time. 25 to 30 minutes.

Resources. Pictures of occupations, chalkboard or experience chart, drawing paper, job titles.

Objectives

To verbally identify the five senses of the body.
To identify at least four occupations.
To become aware of the skills needed to perform different jobs.
To become aware of potential careers available.

Instructional Activities

1. *Preparation.* Divide chalkboard (or paper) into sections. Label each section with an occupation. Discuss the five senses; hearing, seeing, touching, tasting, smelling. Also, discuss different kinds of disabilities.

2. *Introduction.* Use pictures to identify careers. Talk about the careers.

3. *Discussion.* For each occupation, include similar questions to stimulate career, equity, and sensory awareness.
   a. What skills would a person need to do this job?
   b. What senses would a person need to do this job?
   Hearing? Smelling? Touching? Seeing? Tasting?
   c. Can people with disabilities do this job?
   d. Can this job be done by a male and/or female?

4. *Job Titles.* Use nontraditional job titles. Talk about traditional job titles versus the nontraditional; e.g., mailman vs. mail carrier or fireman vs. firefighter.

5. *Art/Written Work.* Have students illustrate occupations. Identify the senses needed for each job. Write stories about the occupations.

Career/Vocational (1)

Acquire knowledge about different occupations and changing male/female roles.

Stick Figure Mystery

From *The Yellow, Blue, and Red Book*, Project Equality, Title III, ESEA, Highline Public Schools, 15675 Ambaum Blvd. S.W., Seattle, WA 98166, 1976.

Time. Approximately one class session.

Resources. Stick figures shown doing jobs, drawn on the board (examples included).

Objectives

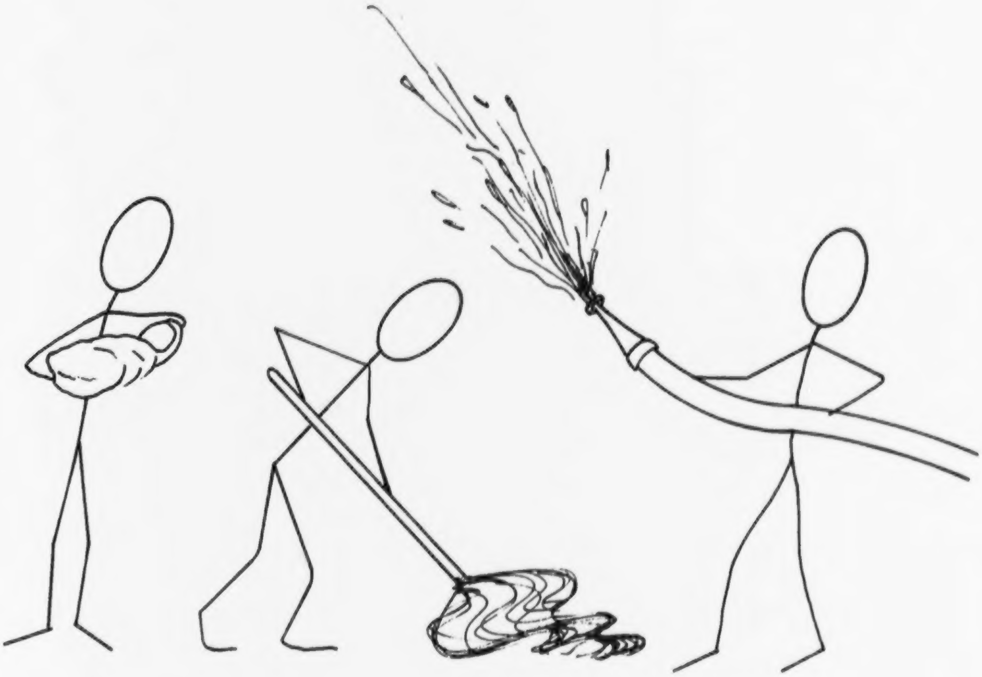
To increase vocabulary.
To expand occupational perceptions.
To decrease sex-role stereotyping.

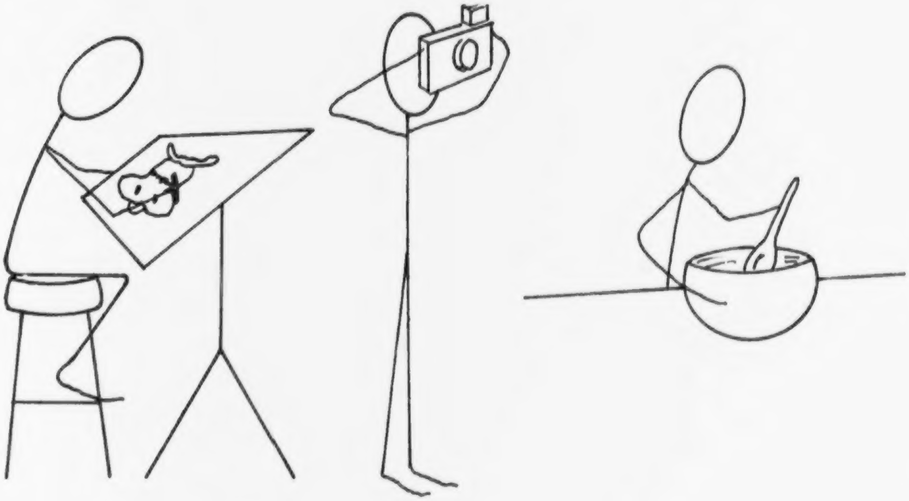
Procedure. Students are instructed to write down a name for the stick figure, the kind of job the figure is doing, and three skills required for the job. Ask for volunteers to share the name they choose, job title, and three skills required for the job.

By writing down the students' selections in two columns, one female response and one male response, it will be apparent to the teacher and class if girls see girls doing traditional girl jobs, and if boys see boys doing traditional boy jobs. If this is the case for many students, the teacher can then plan remedial activities.

This activity can be repeated over the entire school term using different stick figures. Once the students are accustomed to the format of the activity, they can become responsible for providing the stick figure drawings and leading the class discussions.

Examples of Stick Figures





Career/Vocational (1)

Acquire knowledge about different occupations and changing male/female roles.

Tools

From *Children Deserve Equity Program*, developed by Rural Alternatives Institute, Box 163, Huron, SD 57350, 1983.

Time. 15 to 20 minutes.

Resources. Tools, pictures of tools, pictures showing use of tools, task box, tool box, magazines.

Objectives

To identify tools according to use.
To become aware of individual ability to use tools.

Instructional Activities

1. *Introduction.* As an interest builder, display different kinds of tools, prepare bulletin board, or compile pictures of tools.
2. *Activities.* A variety of experiences could include the following:
   a. Name that Tool
      Identify the tool.
      Talk about the use of the tool.
      Demonstrate how to use the tool.
      Discuss where the tool can be used.
         in the classroom
         in the school
         at home
         at work
   b. Task Box vs. Tool Box
      Prepare "task" slip for each tool.
      Prepare slips with names of tools.
      Have student draw a slip from each box.
      Read the slips. Have the student choose the correct tool and attempt to perform the task.
      Discuss how they could or could not perform the task.
      If the wrong tool is chosen, talk about how the situation could be corrected.
3. *Extension.* Other activities could include the following:
   a. Learning Centers
      Assemble a "carpentry" corner where students learn how to use tools such as hammer and screwdriver.
      Assemble a "housekeeping" tool corner.
      Assemble a "sorting" corner. Provide tools for different kinds of work. Have students sort the tools according to usage.
   (4) Provide magazines and paper. Have students cut out pictures of different tools or pictures showing use of tools. These can be assembled into booklets called *Tools at Home, Tools at Work*, and *Tools at School*.

Career/Vocational (1)

Acquire knowledge about different occupations and changing male/female roles.

When I Grow Up

From *Children Deserve Equity Program*, developed by Rural Alternatives Institute, Box 163, Huron, SD 57350, 1983.

Time. 20 minutes.

Resources. Pictures of occupations, library books, flannel board pictures, chalkboard or paper.

Objectives

To become familiar with qualifications needed for different occupations.
To become aware of different occupations.

Instructional Activities

1. *Preparation.* Obtain or make flannel (or paper) figures and interchangeable occupational clothing.

2. *Introduction.* Display pictures and/or books of different occupations.

3. *Activities.* A variety of activities can be used, such as the following:
   a. Show the clothing for an occupation. Have the students describe the qualifications for the job by using adjectives or sentences. Write the descriptions on the board or chart.
   b. Use male and female figures and put the clothing on each. Have the class talk about who can do the job.

4. *Extension.* Additional activities can include the following:
   a. Have a "story station" where figures and clothing can be used to tell stories.
   b. Have the students write stories or plays about the workers.
   c. Read library books about occupations of choice.
   d. Use the adjectives and/or sentences and write job descriptions for the occupations.
   e. Tape-record the job descriptions. Replay and have the students guess which career is described.
   f. Find pictures to match different jobs.
   g. Make booklets *When I Grow Up.* Draw or find pictures of possible career choices, and include captions for each.

Understand that career aspirations need not be limited by sex-role stereotypes.

Role Try-On Boxes

From Michelle Kavanaugh, *When I Grow Up*, Humanics Limited, P.O. Box 7447, Atlanta, GA 30309, 1979.

Time. Minimum of 20 minutes for introducing each role try-on box.

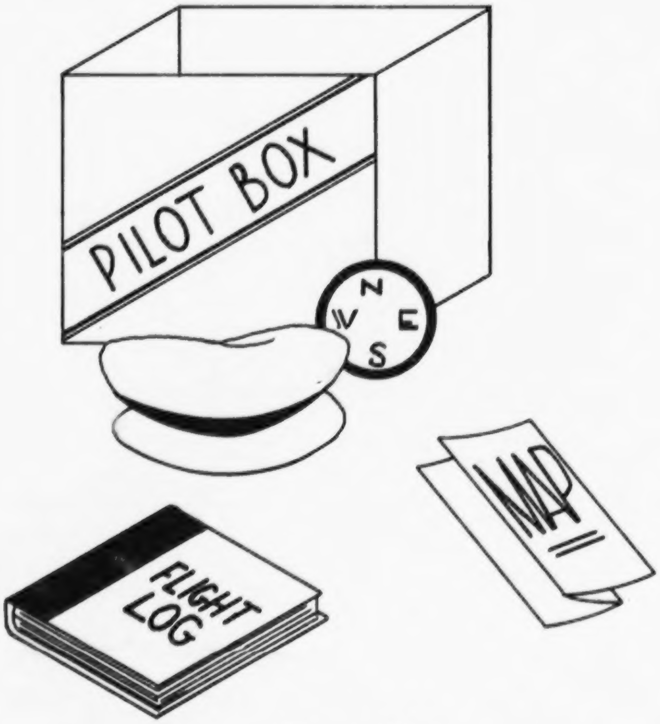
Resources. One sturdy large-sized shoe box or equivalent for each "role try-on," pictures of each sex using tools of the trade (glue them onto the appropriate "role try-on" boxes to give students ideas), "image makers" for each role (see accompanying chart), "tools of the trade" for each role (see accompanying chart).

Objectives

To actively and creatively participate in trying on adult roles.
To expand perceptions to dream of future alternative work roles within their realm of possibility.
To receive an initial introduction to occupations in the world of work.
To remove inner bars of sex discrimination through changing perceptions of occupations as sex-related.

Number of Class Participants. Open.

Sample. "Role try-on box" with contents.



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Procedure

1. The teacher tells children that today we are going to try on how it feels to be and work with a _______________________.

   Example. *Today we are going to try on a pilot's job—a pilot who flies passengers to many different places in the world.* Hold up a map on which pictorial symbols give clues to potential destinations, and include the class in deciding where the pilot will be flying.

2. Ask for volunteers. Have the children do the "image makers."

   Example. *Who would like to try on being pilots? Here are the pilot hats.* (Deal with the difference between pilot and co-pilot and assigning of less important status role to one sex or the other consistently.) *We'll just pretend you have on uniforms on which to pin these wings. Now we must choose names for our pilots and for the airline.*

3. Facilitate the role playing situation through making up a story with your class or the participants. The story serves as a model for children's future use of the box by introducing the tools of the trade and ways to use them. The story also provides encouragement for use of the imagination.

   Example. *Let us begin by having Pamela and Pete Pilot sitting in the cockpit of the passenger plane. These two chairs can be the pilots' seats and we'll set this instrument panel on the table before the chairs. How about it pilots, can you still look out and see the runway? Is it clear?* (Calling another child's name) __________________, *will you be our control tower operator and tell us when the air above is clear for take off. OK now, pilots, while you're waiting for that, why don't you look over the instrument panel here and check everything out. Then you can check your route.* (Facilitate where needed with additional information.)

   Ready, now? Well, I guess we better tell the passengers (indicating all the class) *to fasten their seat belts and whatever else you pilots do.*

   As flight ensues a storm can be imagined; sound effects can be provided by students, and half the passengers show courage while half show panic. Only imagination need limit the possibilities for the new airport in the classroom.

4. Close this introductory session by telling children that this box goes into the Competency Corner (a shelf where there are pigeon holes for many such boxes). Encourage them to take out boxes in their free time activity. Also make a list of the questions that children now have about this occupation and use this list for the planning of future field trips or visits.

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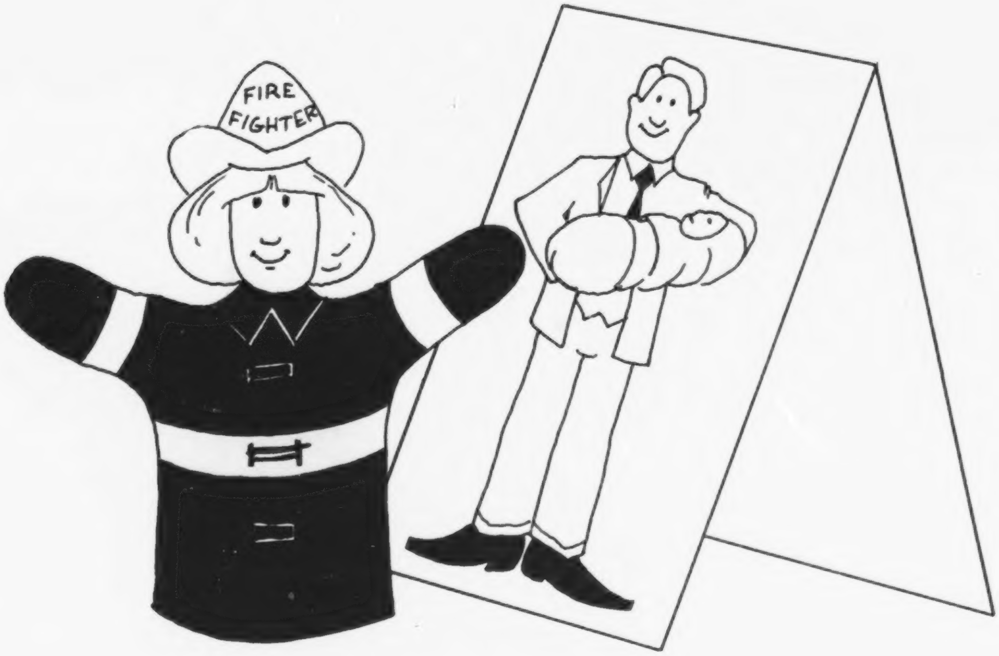
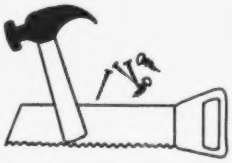
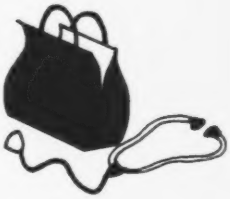
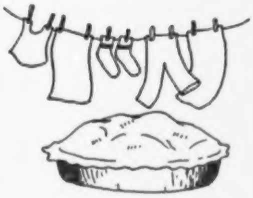
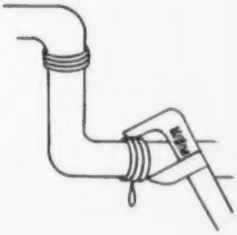
Alternate Example. If there is not space for a competency corner with role try-on boxes, you may want to consider using a puppet stage or a table top stage with cutouts used in the same fashion.



Sample List of Occupations and Materials for Role Try-On

Vocational Role Try-On	Image Makers	Tools of the Trade	Resources for Pictures and Material for Boxes
carpenter 	work hat with band for small nails, carpenter's apron	folding ruler, small pieces of wood, screwdriver and screws, hammer, plane, coping saw, string plans drawn from an arts and crafts book of simple things to make from wood	stilts, boxes, whistles
barber, hair stylist 	smock	one comb for child (marked with name) scissors and razors (which won't cut) curlers/papers picture book of hair styles for girls and women picture book of hair styles for boys and men	
mechanic 	grease-stained work shirt	wrench, screwdriver, old car parts, or simple motor kits pictures and diagrams of cross sections and/or picture diagrams from model plane and car kits	worn out parts from local garages car agency booklets left-over instructions from model-building enthusiasts

Have the class suggest items for the remaining roles.

Vocational Role Try-On	Image Makers	Tools of the Trade	Resources for Pictures and Material for Boxes
secretary 			
physician 			
homemaker 			
plumber 			

Career/Vocational (2)

Understand that career aspirations need not be limited by sex-role stereotypes.

What Do You Want To Be?

From Dorothy Stein et al. *Thinking and Doing: Overcoming Sex-Role Stereotyping in Education*, Hawaii Educational Equity Program, University YWCA, 1820 University Ave., Honolulu, HI 96822, 1978.

Time. Approximately one class period.

Resources. None.

Objective

To recognize that career aspirations are limited by sex-role stereotypes.

Procedure. Ask the class to respond to the following questions:

1. What do you want to be when you grow up? Why?

2. If you were of the opposite sex, what would you like to be? Why?

One teacher compiled student responses in the accompanying chart. The responses from members of this second-grade class are fairly representative responses to the question of what students want to be upon reaching adulthood. In some instances, many of the boy students could not even reply to what they would be were they of the opposite sex. Several students responded to the questions based on what they see others doing; i.e., "My mom is one," "My father is one." That role models are important in the decision-making process of students is suggested especially by the girl with the club foot, who aspires to become a ballet dancer as a girl and a football player as a boy. Since Tom Dempsey of the Los Angeles Rams, a noted place-kicker, has a disabled foot, it is possible that this girl has been inspired to think of overcoming her disability by the example of a role model of the opposite sex.

Student	Career Choice	Why?	If the Opposite Sex	Why?
Girl	Mother	I can have kids	Artist	It's fun
Girl	Nurse	Like taking care of people	Artist	Enjoy art
Girl	Waitress	Easy job	Doctor	Make my patients well
Girl	Secretary	Mom is one	Doctor	Help people
Girl	Artist	Enjoy art	Same	—
Girl	Policewoman	Direct traffic	Artist	Like to paint

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Student	Career Choice	Why?	If the Opposite Sex	Why?
Girl	Ballet Dancer	But, I have a club foot	Football player	—
Girl	Horse woman	Enjoy riding	Soccer player	Like the game
Girl	Ballerina	Enjoy dancing	Policeman	Help others
Girl	Gardener	Enjoy plants	Policeman	Enjoy the work
Girl	Teacher	Like children	Policeman	Can stop crime
Boy	Scientist	Like to discover	Artist	Like to draw
Boy	Flyer	Like planes	Artist	Like to draw
Boy	Salesman	Father is one	—	—
Boy	Flyer	Like jets and fighters	Artist	Enjoy art
Boy	Sportsman	Good for body	Manager of a sport	—
Boy	Surfer	Like a scary sport	—	—
Boy	Mechanic	Like to do things	Nurse	Help people get well
Boy	Surfer	Like to surf high waves	Same	—
Boy	Football player	Enjoy football	—	—
Boy	Football player	Like excitement	Artist	Enjoy drawing
Boy	Singer	Like to sing	Same	—

Discussion

Focus on finding out how students made their choices and on discovering the effects of sex-role stereotyping on those choices. If students choose different career goals because of sex, you might ask: Why do you believe there is a difference? Are males/females not capable of doing that sort of work? Are there skills or responsibilities inherent in the job itself that one sex cannot perform? Do students think women have the same career aspirations as do men? Do they feel men and women share equally in career opportunities? Why or why not?

Career/Vocational (2)

Understand that career aspirations need not be limited by sex-role stereotypes.

When I Grow Up, I Want To Be

From Tish Henslee and Peg Jones, *Freedom of Reach for Young Children: Nonsexist Early Childhood Education*, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, DC 20402.

Time. Parts of two class periods.

Resources. Pieces of art paper, crayons, chalk, or paints

Objectives

To assist children in broadening their concepts and perceptions of career goals they might wish to pursue as adults.
To assist children in understanding that sex need not determine career options.
To develop children's artistic abilities and use of art as a means of self-expression.

Procedure. At a very early age children develop definite ideas about what women (and men) can and cannot do. Studies have shown that by age eight girls have already decided they must be either a teacher, secretary, or a nurse. This activity and others like it will make female students aware that they can explore a wider range of career options and opportunities. In this activity, students will participate in discussion and art activities on career perceptions and options.

Step 1

Teacher initiates activities by asking children to enter the art center and make a picture of themselves when they are grown up and at work.

Step 2

Assist but do not force children who might experience difficulties with the task. To help, mention and discuss some traditional and nontraditional jobs that people fill in and out of the home. If some children have more than one goal in mind, encourage them to express as many as time permits. Assist them by printing a label or a sentence, if they desire, to be added to their pictures.

Step 3

Encourage children to "show and tell" their pictures. Reinforce children's responses: e.g., "Justin wants to be welder. Isn't that good? What do welders do, Justin?"

Step 4

Assist children in observing and understanding the following generalizations:

1. Jobs in and out of the home can be done by both sexes.
2. Knowledge, skills, interests, and abilities help us to choose jobs or careers.

Follow-Up Activity.

Make a bulletin board of men and women in nontraditional occupations. Title the mural "Equal Job Opportunity." Children can assist by looking in magazines for pictures.

Elementary/Intermediate

Learning		*Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.*	Learning Stereotypes—Not My Limit	67
Personal/ Social	1	*Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.*	"Boy Meets Girl" and Stereotype Brainstorming	68
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Understand that sex-role stereotyping and sex bias limit learning opportunities and achievement.

Learning Stereotypes—Not My Limit

From Cheryl Orgeman, Pine Lake Elementary School, River Road, Rhinelander, WI 54501, 1985.

Time. Approximately one class period.

Resources. Two creature puppets.

Objective

To help students recognize that sex-role stereotypes have a damaging effect on learning and achievement.

Procedure. Tell students that you are going to be discussing stereotypes about boys and girls in school. Give students an example of such stereotypes (boys are not as good at reading as girls are). Encourage them to brainstorm a list of stereotypes and list them on large sheets of paper. Students will be tempted to argue about the stereotypes that they find most offensive, but tell them they will have a chance to give their opinions after the list is complete.

Then have the students discuss the stereotypes, giving them a chance to comment on those which they dislike the most. Ask:

1. What would school be like if all of these stereotypes were completely true?
2. What kinds of jobs would boys and girls have to get when they grow up if these stereotypes were accurate?

Have students choose stereotypes that are not true for them. Have them share their personal learning strengths with the class.

Examples of Gender Stereotypes

Boys are troublemakers; girls are well behaved.

Girls do neat work; boys do sloppy work.

Boys are good at math and science.

Girls are good at reading and spelling.

Boys are better at science than girls.

Boys are better at physical education.

Girls get better grades than boys.

Boys don't like school; girls like school.

Boys are better at using computers than girls are.

Elementary/Intermediate

Personal/Social (1)

Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

"Boy Meets Girl" and Stereotype Brainstorming*

From Cheryl Orgeman, Pine Lake Elementary School, River Road, Rhinelander, WI 54501, 1985.

Time. Approximately one class period.

Resources. Record *Free To Be You and Me*, large paper, markers.

Objective

To expand students' awareness of gender stereotypes.

Procedure. Introduce the concept of stereotypes to students. Have students give brief examples of stereotypes about race or old age. (An excellent complementary activity is to show the filmstrip *Secret of Goodasme*.)

Tell students you are going to play "Boy Meets Girl" from the record *Free To Be You and Me* and that you want them to listen for gender stereotypes.

After playing "Boy Meets Girl," ask students to list all of the stereotypes about males and females they heard on the record. Write the responses on two separate sheets of paper. Then challenge students to brainstorm all the other gender stereotypes they know.

After brainstorming, challenge students to give examples that refute those stereotypes. Ask them to identify those stereotypes they have the hardest time dismissing.

***Note:** This activity is also used as part of the "Changes and Challenges Workshop," which begins on page 91.

Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

Equity Feud

From Cheryl Orgeman, Pine Lake Elementary School, River Road, Rhinelander, WI 54501, 1985.

Time. Approximately one class period, with some advance preparation.

Resources. Feud game board, "Equity Survev" (sample included), answer index cards, bell, a sense of humor.

Objective

To increase awareness of gender stereotypes.

Procedure. Equity Feud is an activity based on the TV game show "Family Feud." The rules of the game are based on the TV version.

A couple of weeks prior to playing the game, have students fill out an "Equity Survey" (see sample). The answers in the game are based on the students' responses. Tabulate the answers choosing the top three to six answers. The point value of the answers is based on the total number of responses to each question. (This is a time- consuming step. An alternative would be to create your own answers.)

You will need to prepare a game board which allows you to reveal individual answers as contestants make correct guesses. (The "Family Feud," including a game board, is commercially available. It is more effective, for classroom use, to make a larger game board.)

Also prepare index cards with the correct responses and number of points for use by the "host."

On the day of the game, select five or six contestants for each of the two teams. Be sure each team includes both boys and girls. Also, to increase interest and participation by the rest of the class, change contestants throughout the game to give as many students as possible a chance.

Equity Feud is the most fun if the "host" really "hams it up" in TV show style, and keeps the pace moving quickly. Encourage the audience to cheer and get involved. Preparation is the key to success in Equity Feud. This is also an activity which works well with more than one class at a time or with an invited audience. You will need help, but the fun and learning are worth the effort.

Rules. To begin the game, have one contestant from each team "face off." (Place a bell on a desk at the front of the room for this purpose.) The "host" reads the first question from the Equity Survey. The contestant who rings the bell first gets to make the first response. If the contestant guesses the number-one answer (the response with the highest point value), his/her team can decide to play or pass their turn to the other team. If the response was not the number-one answer, the other face-off contestant has a chance to guess the best answer. If that contestant guesses the number one answer, then his/her team can decide to play or pass.

The team that decides to play attempts to guess all the answers by having each individual member take a turn, with no help from the other players. They continue guessing until all the correct answers have been revealed or until their team makes three wrong guesses or "strikes."

If the playing team guesses all remaining answers correctly, the points are awarded to that team. If, however, answers remain after three strikes have occurred, the opposite team gets a chance to steal the points by guessing any of the remaining answers correctly. The challenging team may consult among its members to come up with the answer. If the challengers guess correctly, all points are awarded to them. If the challengers guess incorrectly, the points are awarded to the other team.

Sample Equity Survey

1. What is a name that either a boy or girl could have?

2. Name an occupation that people used to believe only men could have.

3. Name an occupation that people used to believe only women could have.

4. Name a toy most often played with by boys.

5. Name a toy most often played with by girls.

6. Name a school subject that some people believe boys are better at than girls.

7. Name a school subject that some people believe girls are better at than boys.

8. Name a sport that some people believe only boys should play.

9. Name a sport that some people think of as a "girls" sport.

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Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

Gender Opinion Continuum

From Cheryl Orgeman, Pine Lake Elementary School, River Road, Rhinelander, WI 54501, 1985.

Time. Approximately one class period.

Resources. Long rope, gender statement list (sample included).

Objective

To encourage students to think about gender issues, to publicly affirm their beliefs, and to gain awareness of opinions expressed by other students.

Procedure. Tie a long piece of rope between two chairs placed at opposite ends of the room, forming a continuum. Explain to students that they are going to be asked to stand next to the rope to express their opinions on various gender-related statements. Standing at one extreme end of the rope indicates a "strongly agree" answer. Standing at the extreme opposite end of the rope indicates a "strong disagree" answer. Standing at the middle of the line signifies an opinion halfway between "strongly agree" and "strongly disagree." A position at any other point along the continuum represents varying degrees of agreement or disagreement.

Read each gender statement and ask volunteers to place themselves along the line without comment. After a number of students have selected positions, encourage students to share their reasons for selecting their positions along the continuum.

Sample Gender Statements

It is okay for boys to cry.

Girls should be allowed to play on boys' teams.

It is okay for boys to play with dolls if they want to.

It is okay for girls to play with trucks if they want to.

Boys get into more trouble than girls.

Girls are better readers than boys.

Boys are better at math than girls.

Teachers punish boys more often than girls.

A girl could grow up to be president of the United States.

Personal/Social (1)

Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

"Man" and "Woman" Collages

From Dorothy Stein et al. *Thinking and Doing: Overcoming Sex-Role Stereotyping in Education*, Hawaii Educational Equity Program, University YWCA, 1820 University Ave., Honolulu, HI 96822, 1978.

Time. Approximately two class periods.

Resources. Old magazines, newspapers.

Objectives

To have students identify common stereotypes associated with being male or female.

To have students identify both positive and negative qualities associated with "maleness" and "femaleness."

Procedure. Ask your students to create two collages, one entitled "man" and the other entitled "woman." Be clear about whether you are asking students to think about how men and women are perceived by people in general or asking them what they think.

Student Discussion. Discuss the qualities suggested for men and women in the finished collages. After the class has agreed on the qualities represented by the collages, you may wish to write them on the blackboard. What qualities do your students view as positive? What qualities seem negative? How do students think these differences came to be? What resources did students use? (Magazines? Newspapers?) Did the resources make a difference? Are students in agreement with the magazine portrayals? Where could they turn to produce a more realistic—or less stereotyped—collage?

As a follow-up, have your students try a nonstereotyped collage.

Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

What Are They?—Prejudice and Stereotypes

From Nancy Schniedwind and Nancy Davidson, *Open Minds to Equality*, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1983.

Time. Approximately one class period.

Resources. Chart of definitions (included), paper, pencils, newsprint.

Objectives

To define prejudice and stereotypes.
To have students think of times when prejudice and stereotyping affected them and to identify the feelings involved.

Procedure. Remind students that this year we are working together to try to create a classroom based on equality. Prejudice and stereotypes are ways to enforce inequality.

Post the definitions of prejudice and stereotypes on newsprint and, if you wish, pass them out to students on dittos. Discuss these definitions with the whole class. Ask the students to share examples from their lives.

Now ask students to think of one specific time that they were the victim of prejudice or stereotyping. Have them write a short account of what happened and what their feelings were during that experience. Then have students find partners and read their accounts to each other. Ask them to talk particularly about their feelings. Come together in a large group to share accounts and find emotions felt in common.

Discussion Questions

1. What are some feelings you had when you were stereotyped or felt prejudice directed at you?
2. Are your feelings similar to those of others in our class? How?
3. How do you think the person or people who showed prejudice against you felt? When we stereotype people, how do we feel?
4. Why do people show prejudice or stereotype others? How can we or they change?

Chart of Definitions

Prejudice. An unfavorable opinion about a person or group of people formed without knowledge.

Joey says, "I don't like Puerto Ricans!"
Joey has never met a Puerto Rican. He is prejudiced against Puerto Ricans.

Stereotype. A general viewpoint about a group of people not based on fact.

Stereotype—Girls are lousy baseball players.
Fact—Many girls are excellent baseball players.
Stereotype—Older people are sick and helpless.
Fact—Many older people are healthy and independent. Others have illnesses and need support.
Stereotype—Native Americans were savage and wild.
Fact—Many Native American nations were peace-loving and fought whites only when their land was being invaded.

Understand the impact of cultural influences on sex-role stereotyping.

Atalanta or Cinderella?

From Nancy Schniedwind and Nancy Davidson, *Open Minds to Equality*, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1983.

Time. Approximately two or three class periods.

Resources. "Atalanta" from the book or the record *Free To Be You and Me*, paint brushes, paper, pencils.

Objectives

To have students see that a fairy tale does not have to have the traditional characterization, sex roles, or ending.
To provide students with a vision of an alternative to a sexist society.

Procedure. Either read "Atalanta" aloud to the class or play the story on the record. Discuss the story as a class.

Discussion on Reading

1. In what ways, if any, did you like "Atalanta" better than traditional fairy tales? Why?
2. In what ways, if any, did you like "Atalanta" less well? Why?
3. What parts of "Atalanta" did you like best? Why? What parts least? Why?
4. How did you feel about the ending? How did it compare to endings in most fairy tales?
5. Did you find "Atalanta" more or less "realistic" than traditional fairy tales? Explain your reasons. In what ways do you like or not like that?
6. The story of Atalanta presents a vision of people living in a world free of sexism. How would you and others be different in such a world?

Next, have the class list aloud parts of the story which can be illustrated. If you get as many topics as there are students, great. If not, several students can paint each episode. Have them write several sentences about the pictures. Arrange the pictures and captions in order and put them on a hallway bulletin board.

Divide students into groups of four or five. Have each group list several questions about sex roles which it feels would be good for other students in the school, viewing the bulletin board, to ask themselves about Atalanta and about fairy tales. Gather as a class and share questions. Finally, discuss the project with the class.

Discussion on Artwork

1. What parts of the story did the class want to illustrate? What parts were not wanted? What does this tell you?
2. How many people painted Atalanta as white? As Afro-American? As a member of another race? Did people make her their own race or another? Why? What about the other characters?
3. How hard or easy was it to come up with different bulletin board questions? Why?
4. How do you expect students who have not been studying equality to feel about the questions? Which will seem difficult to them? Why? Which will be easy? Why?

Understand the impact of cultural influences on sex-role stereotyping.

Please Buy Me One

From Nancy Schniedwind and Nancy Davidson, *Open Minds to Equality*, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1983.

Time. Approximately two or three class periods.

Resources. Paper, pencils, copies of "Worksheet: Inventory of Games and Toys" (included), chart paper or newsprint.

Objectives

To help students understand how producers of toys and games influence their ideas about what is appropriate, and thus their purchases.

To help students learn how racism and sexism can be perpetuated by game companies.

Procedures. Explain to students that most games available in stores are produced by major companies whose goal is to sell their products. Have students try to recall illustrations on the boxes of games and toys that they or their siblings have. They should describe the cover pictures as to the race and sex of the people depicted.

Each student then completes the worksheet. If they can get to a store, they should work in pairs or groups of three. If not, they should examine games and toys in their homes.

After the worksheets are done, a class tally is made. Make a large copy of the worksheet on chart paper and list all the games investigated—don't repeat any. The class as a whole can create circle graphs, one for race and one for sex.

Discussion Questions

1. What are your reactions to our survey? Was it what you expected? If you were surprised, in what ways were you surprised?
2. Look at your two circle graphs. Are companies today portraying a better mix of races or of sexes? How could you explain that?
3. What types of toys and games have primarily girls on the package? What do these teach us about what girls are "supposed" to do?
4. Which ones have primarily boys? What do these teach us?
5. How did your parents react? How did people in stores react?
6. What changes need to be made in toy and game boxes? Think of reasons why these changes are important. Why are they likely to happen? Why unlikely?

Going Further. Have students look at products for adults. What are the race and sex roles on these packages? Have students tell their parents or other adults what the class discovered, and ask them their feelings.

Worksheet: Inventory of Games and Toys

Name of store ____

or

Name of your family ____

1. List three young children's toys. Next to each, list the sexes and races of the children depicted on the package.

2. List young children's toys whose packages mix races and sexes.

3. List three board games. Note races and sexes of children on packages.

4. List games whose packages mix races and sexes.

5. List three toys for older children. Note races and sexes of children on packages.

6. List toys for older children whose packages mix races and sexes.

7. If you are in a store, talk with three people shopping there. Share your findings with each. Describe these people and their reactions. If you do this at home, share your findings with an adult there. Describe that person's reactions.

Understand the impact of cultural influences on sex-role stereotyping.

Sell, Sell, Sell; Buy, Buy, Buy

From Nancy Schniedwind and Nancy Davidson, *Open Minds to Equality*, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1983.

Time. One or two class periods.

Resources. Magazines, newspapers, construction paper, scissors, glue, pencils, paper.

Objective

To increase students' awareness of the messages in magazine and newspaper advertisements, how these influence them, and why they are the way they are.

Procedure. Explain to the class that, since people buy products at least partly according to what they see advertised, advertisements influence many of our choices. Many advertisements are sexist, racist, ageist, or classist. Some are obviously so. Others are so by omission—for example, only young people are shown using certain products; only middle-class homes and neighborhoods are pictured; black athletes are featured more than blacks in other professions.

Students work individually or in small groups. Everyone gets several magazines or newspapers, scissors, glue, and construction paper. Some groups cut out advertisements which reinforce a particular stereotype, mount these on paper, and label their posters "racist," "sexist," "ageist," or "classist" as appropriate. Other groups make posters, "Who's Missing Here," to point out typical omissions. When done, display these around the room.

Discussion Questions

1. Did you find more advertisements that were racist, sexist, ageist, or classist? Try to think of reasons why. Talk to adults of different ages to see if this has changed in their lifetimes.
2. How do you feel when you read an advertisement in which you are a member of the group omitted or stereotyped? How about when you are in the power group?
3. Why would advertisers make advertisements which put down women (or any other group)? Where do they get the idea? How does it serve them?
4. How would you feel if you couldn't afford most products advertised? How do advertisers teach us it's "normal" to want all these products? How does this serve them?
5. How might things change if advertisers changed their policies? Think of as many differences as you can in what people would value, would buy, and would do.

Going Further. Prepare a display for a school showcase or bulletin board about what was learned. Or prepare an audiovisual presentation: take slides of the advertisements and make a tape-recording of the text. Ask questions on the tape. Take it to other classes.

Personal/Social (2)

Understand the impact of cultural influences on sex-role stereotyping.

TV Turnabouts

From Nancy Schniedwind and Nancy Davidson, *Open Minds to Equality*, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1983.

Time. Approximately one or two class periods.

Resources. Paper, pencils, possibly props and costumes.

Objective

To help students develop sensitivity to nonstereotypic advertising and to design a project accordingly.

Procedure. Divide students into groups of three to five. Each group brainstorms on a list of television advertisements which are ageist, racist, sexist, or classist—overtly or subtly.

Each group picks one of its ideas to dramatize in a new way. (Check to see that each group has picked a different advertisement.) Ask the children to create an advertisement, using the same product but with a script that does not put down any groups of people.

Get together as a class and review what you have learned so far about stereotypes, discrimination, and the "isms." Develop guidelines for nonstereotypical television advertisements. Small groups may then make modifications in their scripts. After rehearsal, each group performs its advertisement for the class. Then the class discusses it.

Another version is to have the class brainstorm on new products that people truly need, not luxury items, as these might be advertised on TV. Instead of rehearsing these, have students volunteer to act out advertisements in an impromptu manner.

Discussion Questions

1. How easy or difficult was the process of thinking of stereotypical advertisements? Could you think of only a few? Many? Why?
2. What sorts of products seem to have advertisements that are most sexist? Racist? Ageist? Classist? Were some advertisements bad in several of these ways? How?
3. Did your group work together well? Describe the process of developing and selecting ideas.
4. In what specific ways was it easy to come up with nonstereotypical advertisements? In what ways was it hard?
5. Was it harder to redesign the advertisements for some products than others? Why?
6. How hard was it to create new products?

Going further. Show your advertisements to other classes or at a school assembly.

Be aware of ways in which sex-role stereotyping and sex bias affect personal development and relationships.

Action on the TV Screen

From *Today's Changing Roles: An Approach to Nonsexist Teaching*, The National Foundation for the Improvement of Education, 1156 15th St. N.W., Washington, DC 20005, 1974.

Time. One to two class periods.

Resources. Current TV listings.

Objectives

To role-play selected portions of TV shows.
To identify characteristics of people portrayed by the media.
To compare media with reality.

Procedure

1. Ask students to form small groups that will plan to watch the same TV show. Encourage students to join a group that will watch the show their family usually watches.

2. Ask students to plan to act out, as a group, the portion of the show they liked best.

3. When students are well into their acting, use a stop-action approach and halt the role-play, asking the actors to freeze. Then substitute a student of the opposite sex for one of the student actors.

4. Ask students to continue action but to consider the sex change. Would that change the action? What really might happen?

5. Try to remember the difficulties and objections that arise in order to discuss them during the next class meeting.

Personal/Social (3)

Be aware of ways in which sex-role stereotyping and sex bias affect personal development and relationships.

A Day in the Life of . . .

From Joyce Fouts, Jim Mahrt, and Suzanne Lewandowski, *Expanding Career Options*, Wayne County Intermediate School District, Michigan Department of Education, P.O. Box 30008, Lansing, MI 48909, 1979.

Time. One day to one week.

Resources. None.

Objective

To have students imagine themselves as members of the opposite sex.

Procedure. Have students plan a week or a day living as a member of the opposite sex. They may be anyone or live anywhere (except they may not be a specific, famous person). The following focus questions assist participants in developing their fantasy.

1. How old would you be?
2. Which race?
3. What would you look like (height, weight, eye/hair color, build)?
4. How would you provide for yourself financially?
5. How would you live?
6. Where would you live?
7. What activities would you be sure to include in your life?
8. What would be your name?

After fantasies are completed, they are shared with class members.

Be aware of ways in which sex-role stereotyping and sex bias affect personal development and relationships.

Generalizing

From ***Expanding Horizons***, Wisconsin Department of Public Instruction, P.O. Box 7841, 125 S. Webster, Madison, WI 53707, 1980; based on Marlene A. Cummings (ed.), *Individual Differences: An Experience in Human Relations for Children*, Madison Public Schools, Madison, WI 53703, 1974.

Time. Approximately one class period.

Resources. Chalkboard, word list.

Objectives

To give examples of generalizing.
To decrease sex-role stereotyping.

Procedure. Prepare a list of things that children like to do, keeping in mind so-called sex preferences. Your list may look something like this:

play baseball
play with dolls
help parents in kitchen with cooking
jump rope
listen to poems
play football
ride bicycles
roller skate
play house

Write this list on the board. Read each activity *separately* and ask whether this activity is for girls or boys. Write "B" and "G" next to activities as children respond. Allow them to discuss their choices if the need is indicated. It may be that children will insist on a "B" and "G" on one or more activities. This should be allowed.

Discussion Questions

1. Does anyone have anything to say about our list?

2. Do you feel it would be fair to say that (use a statement from the board, e.g. only girls play with dolls)?

3. Do any of you know any boys who like to play with dolls?

4. Is it all right for boys to play with dolls? Why? Why not?
5. Do you think people sometimes answer questions too quickly without really thinking about their answer and what it really means?
6. If you see one girl playing with a doll, is it fair to think that all girls should want to? Why? Why not?
7. Can we say that all in a group should think alike, have the same likes and dislikes, do the same things?
8. Are all people alike?

Be aware of ways in which sex-role stereotyping and sex bias affect personal development and relationships.

A Girl on Our Team

From Nancy Schniedwind and Nancy Davidson, *Open Minds to Equality*, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1983.

Time. One day to one week.

Resources. Copies of *Rebekah's Journal* (included), paper for additional entries, pencils.

Objectives

To encourage understanding of what it feels like to be teased and put down because of your sex.
To help students learn to support equal opportunities and diversity in participation in activities.

Procedures. Hand out copies of *Rebekah's Journal* to all students. Have them staple on additional sheets of the same size to create something like a notebook.

Students can read the journal to themselves or work in small groups if the reading is hard. Explain any difficult vocabulary to the class. Assign students to write several additional entries. They can write a few at once or one a day.

After each student has written several new entries, divide the class into groups of five and share journal entries in the small groups. Gather for discussion. Then, as a class, brainstorm what you would like to see happen. Agree on one idea. Then assign several more journal entries, the first being a description of what happened, and the other continuing in any way each student desires.

Discussion Questions

1. How did Rebekah feel? Explain why she felt that way.
2. How would you feel if the same thing happened to you?
3. Why did Rebekah keep trying?
4. What would you do? Explain your decision.
5. What different things did the other children on the team do? What do you think of their choices?

September 15

Dear Diary,

I'm so glad I got you for my birthday. The most exciting thing happened today. I got the best birthday present. You're a good present, but I got another one which is maybe a little better. Our town finally realized that they have to let girls on the town soccer teams. Finally I get to play on a real team. What a perfect present for my eleventh birthday.

My father said he would take me down to sign up tomorrow after school. I can't wait.

Oh, I also got a great new long skirt for folk dancing and the best book of mystery stories!!

Love,
Rebekah

September 16

Dear Diary,

You're not going to believe this. I sure didn't! My dad and I went to sign up for soccer. Well, this real big man with no smile on his face just stared at me. Finally he said, "You mean her?" Then he looked at my brother, Scott, and said, "Doesn't he want to play? What kind of family you got, Mister?"

Scott just laughed. He can't understand why I want to play on a town team. He likes playing soccer with me in our yard, but he'd much rather be building stuff on his clubhouse up in the woods than be going to practice all the time.

My dad said he meant me and the man signed me up. But we knew it was just because he had to and that he was going to make it as hard as possible.

Aren't some people mean?

Love,
Rebekah

September 17

Dear Diary,

I can't write too much today since Dad and I are making egg rolls for dinner and that takes a long time. I had my first soccer practice this afternoon. I'm not one of the best kids on the team, but I'm not one of the worst either. It's a good thing Norbert had practiced with me a lot before he moved away. It's bad enough how much the boys tease me as it is. The coach is just as bad.

They all say, "Why does she get to play?" and, "I never would have signed up if I knew I'd be playing with a girl."

I wonder if they'd be nicer to me if I was better than they all are. Maybe they'd be even meaner.

Love,
Rebekah

September 20

Dear Diary,

I'm sorry I haven't written for three days. Life hasn't been much fun.

The second day we had soccer practice the boys were just as mean. One of them purposely kicked me at least ten times. The coach asked me if I wouldn't be happier mending uniforms. Mending uniforms, he's got to be kidding!

Then we didn't have practice one day, and would you believe I was actually glad? Well, today's practice wasn't much better. I'm playing okay and I'm getting better at passing. It really helps to be able to play with a whole team. But if no one will include me, what kind of team game is it?

Tonight I'm staying over with Tammy. We're going to try out a new chocolate cake recipe. But what should I do about soccer?

Love,
Rebekah

Elementary/Intermediate

Personal/Social (3)

Be aware of ways in which sex-role stereotyping and sex bias affect personal development and relationships.

The Playground

From Dorothy Stein et al., *Thinking and Doing: Overcoming Sex-Role Stereotyping in Education*, Hawaii Educational Equity Program, University YWCA, 1820 University Ave., Honolulu, HI 96822, 1978.

Time. Approximately one week.

Resources. None.

Objectives

To have students become aware of gender segregation on the playground.
To have students become aware of gender segregation in activities.

Procedure. Observe the playground at your school every day for a week during recess and before and after school. Note in which parts of the playground girls and boys collect and what they are doing. Note the number and sizes of groups of each sex and the number of mixed groups. In mixed groups, note the number of girls and boys.

Student Discussion. Ask students which sex they prefer to play with and why. Are there some activities they would like to take part in but feel they cannot? If so, what are the reasons? Are the playground facilities equally suited to the preferences of both sexes?

Thinking About Change. Share the results of this activity. What are some of the advantages in having students of both sexes interact in playground situations? What are some methods you might use to foster integration? In what areas of activity besides playground activity do you see segregation taking place? Why?

Be aware of ways in which sex-role stereotyping and sex bias affect personal development and relationships.

What If It Hurts?

From Nancy Schniedwind and Nancy Davidson, *Open Minds to Equality*, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1983.

Time. Approximately one or two class periods.

Resources. None.

Objectives

To examine ways that males and females are conditioned to react to hurt.
To think about what this does to people.

Procedure. Discuss with the whole class that there are very different ways people react when they are hurt—either physically or emotionally. Explain that they will do several role-plays to help them examine this.

Role-Play One. Four girls are playing soccer. One accidentally kicks another in the ankle instead of kicking the ball. She kicks her very hard.

Role-Play Two. Same, but have four boys.

Role-Play Three. Same, but have a boy kick a girl; the other two players can be either sex.

Role-Play Four. Same, but have a girl kick a boy.

Role-Play Five. Jacob is having a party. He puts invitations on all the desks except Wilbur's. Role-play is at recess with Wilbur, Rodney, and Buffy.

Role-Play Six. Do the above with Tamayia having a party and not inviting Penelope.

Role-Play Seven. Three girls are at the water fountain. Sumi pushes Yolanda roughly out of the way because she wants a drink first. Yolanda's friend, Bessie, is there, too.

Role-Play Eight. Same as above, but with Leroy, Josh, and Xavier.

Role-Play Nine. Same as above but with Chris, Terry, and Pat. (That's right, those names are androgynous.)

Discussion Questions

1. The first four role-plays were about being hurt physically, by mistake. The next two were about being hurt emotionally. The last three were about being hurt physically when someone meant to hurt. Which seemed most real to you? Which seemed as though they wouldn't happen? Explain your answers.

2. In which role-plays do people cry? Why? Why didn't they cry in the others? Was crying related to how badly someone was hurt? If not, what was it related to?

3. In which role-plays did people react by hurting back? Why? Discuss whether that was what would really happen. What makes people decide whether or not to fight back? Was there a difference between males and females?

4. Did anyone have any strategies for making a situation less angry? If so, what? Were these more common among boys or girls, or didn't that matter?

5. What have we learned from these activities about how boys are expected to react to hurt in our society? Girls? What alternatives do you have?

Experience changing roles and opportunities.

Changes and Challenges Workshop: A Day-Long Series of Activities

From Racine Unified School District, Racine, WI; Rhinelander School District, Rhinelander, WI 54501; and Cheryl Orgeman, Pine Lake Elementary School, River Road, Rhinelander, WI 54501.

Time. One day

Resources. Filmstrip: *Secret of Goodasme* (available from the Sex Equity Program, Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707). Videocassette of taped television commercials. (Because of the availability of videocassette recorders, workshop facilitators may wish to prepare a 10- to 15-minute tape of particularly stereotyped commercials, which is what teachers at Racine and Rhinelander did. **Note:** Daytime shows often sell household products and stereotype women, while sports events often have commercials that stereotype men. Sample activities and administrative materials are included.

Additional materials included with this packet are

- sample rationale (to be used in securing approvals),
- sample school letter (affirming workshop logistics for participating schools),
- sample parent permission letter,
- sample agenda,
- four sample activities for use during the workshop,
  - —Sample TV Commercials (videocassette)
  - —Language Exercise
  - —Who's Who?
  - —Values Barometer—Sex Equity
- sample action plan form for teacher/student planning, and
- sample workshop evaluation form for student participants.

The "Boy Meets Girl and Stereotype Brainstorming" activities, used as the introductory exercises, are on page 68.

Objectives

To understand gender stereotypes and their effect on personal choices.
To take part in experiences indicating how boys and girls are stereotyped by language and the media, which restricts opportunities to fulfill their potential and develop individual interests and abilities.
To become aware of the broad range of career and vocational opportunities opening for girls and boys.
To interact with sixth-grade students from other schools prior to entry into common seventh grade.
To teach other sixth-grade classes in their buildings about gender equity.

Procedure. This workshop was facilitated by teachers and counselors of sixth-grade students. One sixth-grade class from each school came to a central location for day-long activities, then went back to their schools where students facilitated similar activities for the remaining sixth-grade classes.

This packet provides a sample agenda and activities, which can be modified according to time limitations and the expertise and knowledge of the adults who run the workshop. It works well to give students the opportunity to work in small groups as well as large groups during the day to facilitate cooperative learning and let them get acquainted. It is also helpful to use some activities that allow movement around the room.

Sample Rationale

Changes and Challenges Workshop Rationale (to be used for board approval or other necessary approvals)

The damaging effects of gender stereotyping in relation to career and life choices for both men and women have been well documented in the literature. Gender bias affects females in terms of low self-esteem, lowered educational and career aspirations, low economic status, and unrealistic personal expectations. Gender bias affects males in terms of rigid role expectations, career choice, family relationships, and health issues.

One important objective of the guidance department is to improve K-12 career education within the school district. At the elementary level, assisting students in understanding more about themselves and their environment is a basic building block for making more specific career and educational decisions at the high school level.

Traditionally, counselors attempt to meet students' career education needs on an individual basis. While this approach has its place, in order to meet the needs of large numbers of students in a rapidly changing world, counselors have had to adopt a broader vision and more activist approach. According to the booklet *Attaining Sex Equity in Counseling Programs and Practices* published by the Office of Education "even if the counselor's personality touched the lives of all potential clients, his or her impact might be small indeed. Choices are shaped by many forces and many people including vocational educators, academic teachers, administrators, parents, spouses, peers, employers, significant others in the individual's environment, others in the community at large, and the individuals themselves. Counselors can be most effective if they actively involve these persons in the guidance process, providing leadership and program coordination, as well as direct client contact."

With this in mind, the sixth-grade Changes and Challenges Workshop offers the following:

- A basic awareness of gender stereotypes and their effect on students' personal choices.
- A building block for future career education offerings in the school system.
- An opportunity for students to interact with children from other schools which is especially appropriate as they prepare to enter seventh grade.
- An experience in large and small group dynamics.
- An opportunity for sixth-grade teachers to become more aware of gender bias and its impact on students.
- An avenue for educating the community through public relations efforts in conjunction with the workshop.

Sample School Letter

__________________ School District

_______________, Wisconsin

DATE: August 22, 19___

TO: All Elementary Principals

FROM: Gender Equity Committee

RE: Sixth-Grade Equal Opportunity/Gender Equity Workshops

A meeting was held to deal with some of the logistical problems involved in the Equal Opportunity/ Gender Equity Workshops to be held for sixth-grade students at the YWCA.

To review:

- One classroom of students from each elementary school is eligible.
- The teacher of that classroom must participate with the students at the workshops in a discussion leader role.
- How the classroom (in schools with more than one sixth-grade classroom) and teacher is selected is up to the principal.
- Bussing from your school and return in time for regular dismissal is provided along with a lunch by the Gender Equity Program.
- Your students will attend the workshops with students from another school.
- Instruction at the workshops will be provided by district staff.
- Each student group and teacher will be required to develop an Equal Opportunity/Gender Equity project for your school.
- You will receive a "parent permission form" for your use to get a parental response.
- The 11 workshops will be held on Wednesdays and Thursdays in December and January.

Please bring the name of your teacher participant and the number of students who will be participating in the workshop to the elementary principals' meeting on November 3. Your mainstreamed exceptional education students in a particular class section are eligible to attend. However, whether emotionally disabled students attend is your judgment.

Sample Parent Permission Letter

________________ School District

______________, Wisconsin

TO: Parents

The school district Equal Opportunity/Gender Equity program is providing an opportunity for one sixth-grade classroom from each elementary school to participate in an all-day workshop to be held at the YWCA on ____________________. Your child is in the classroom which has been selected to go from ____________________ school.

The workshop is held during our regular school hours with bussing to and from the YWCA and a noon meal provided at no cost to you.

The workshop will be taught by me and other school district teachers and counselors.

The purposes of the workshop are to have the children

- exposed to the new range of career and vocational opportunities opening up to boys and girls, and
- provided with experiences that indicate how boys and girls are stereotyped by language and the media so as to restrict their opportunity to fulfill their full potential and individual interests and abilities.

Please indicate below whether you want your child to participate in this activity and return the slip to me by ____________________.

Sincerely,

____

Teacher

....

TO: ____________________

(Teacher's Name)

I ☐ do ☐ do not want my child to participate in this activity.

____

Parent

Sample Agenda

Sixth-Grade Changes and Challenges Workshop

	Activity	Group Size	Time (minutes)
1.	Registration		15
2.	Get Acquainted	Small	15
3.	Introduction to Stereotypes		
	• Skit: Boy Meets Girl (See page 68.)	Large	20
	• Brainstorm gender stereotypes (See page 68.)	Small	15
	• Report back to large group	Large	15
4.	*Secret of Goodasme* (filmstrip)	Large	15
5.	Juice and Bathroom Break		15
6.	Activity: Sample TV Commercials (videocassette)	Large	30
7.	Activity: Language Exercise	Small	15
8.	Lunch	Large	30
9.	Activity: Who's Who?	Small	15
10.	Activity: Values Barometer	Large	30
11.	Gender Equity Action Plan Development	Large	20
12.	Evaluation and Closing	Large	15

Sample Activity

Sample TV Commercials (Videocassette) (F) = female stereotype; (M) = male stereotype*

Tylenol (F)

Puffs (F)

Floor sponge mop and waxer (F)

Glasswax (F)

United Way (wife abuse) (F)

Mattel toys (F)

Telephone Co. (M/boy talks to grandfather about baseball)

Anacin (F)

Baby Magic (F)

Prudential Life Insurance (M)

Krylon Spray Paint (M)

Whatchamacallit candy (M)

Lite beer (M)

Kentucky Fried Chicken (M/football player)

Revlon Beauty Creme (F)

Nestle chocolate chips (F)

Elaine Powers (F)

Soup Starter (F)

Perfume (F)

Minnesota Fabrics (F)

Flintstones Vitamins (F)

Jet Dry (F)

Kraft dressing (F)

First Wisconsin Bank (M/fishing scenes)

Cheer detergent (F)

Lorelei nail coloring (F)

***Note:** Teachers will need to tape current commercials. (These are listed as samples.)

Discussion Questions

1. What are people doing in the activity?
2. Who's doing the task?
3. If there is a problem, what is it?
4. What does this commercial show us about:

    What women are like?

    What men are like?

Sample Activity

Language Exercise

Introduction by Teacher:

Human beings think with words and language. To a large extent, what we think is a result of the words and language we hear. Therefore, when we refer to both boys and girls or women and men in language, the terms used should clearly indicate both. Also, one should be careful about language that indicates ownership of one sex by the other or a lesser status for one sex when it is not appropriate.

Directions to Students:

In the statements on the left *underline* the nouns and pronouns that refer to males and females. *Rewrite* the statement on the right in the space provided using language that is gender neutral, clearly indicates both females and males are referred to, and does not suggest one is superior over the other.

Directions to Teacher(s):

This could be a small group or individual activity. If small group, one group could change two sentences and write changes on board or flip chart paper.

Examples:

A. Nothing is impossible to the *man* who doesn't have to do it *himself*.	A. *Nothing is impossible to the person who doesn't have to do it.*
B. *He* who denies freedom for others deserves it not for *himself*.	B. *The person who denies freedom for others deserves it not.*

1. The pioneers crossed the Great Plains with their women and children.	1.
2. The economic activities of prehistoric man centered around hunting and fishing.	2.
3. A teacher spends a great deal of his time correcting papers.	3.
4. A student at this school, if he applies himself, will get an excellent education.	4.
5. Both Mr. Jones and his wife, Alice, attended the PTA meeting.	5.
6. Mankind has done a great deal to extend the length of human life.	6.
7. The wages of policemen and firemen are comparable in most large cities.	7.
8. The female artist showed her pictures at the shopping mall.	8.

Sample Activity

Who's Who?

Prepare photos of famous people in nontraditional roles or in history. Assign a letter of the alphabet to each one and tape it on the wall. Give a written list of the names of those in the photos, plus a short paragraph about what the person is noted for, to each student. As students (or teams, if you prefer) return to the room from lunch, they should begin to match the letter of each photo to the name on their sheet. Give prizes for perfect scores.

Another variation is to have a list of names only and use only a paragraph about the person on the wall instead of a picture. A partial list of women is provided. You may also request materials from the Department of Public Instruction's Sex Equity Program.

Susan B. Anthony
Ramona Acosta Banuelos
Ida B. Wells Barnett
Elizabeth Blackwell
March K. Fong
Sarah Greene
Patricia Roberts Harris
Hypatia
Belle Case LaFollette
Margaret Mead
Helen Farnsworth Mears
Maria Mitchell
Emma Noether
Vinnie Ream
Sacajawea
Annie Sullivan
Harriet Tubman
Frances Willard
Grace Chisholm Young

Sample Activity

Values Barometer—Sex Equity

Tape four signs in four different parts of the room: "Strongly disagree," "Disagree," "Agree," "Strongly Agree." Ask for groups of students to volunteer to stand by the appropriate sign as a few statements are read. Those who strongly agree or disagree may want to explain why they feel as they do. After five or six statements are read, ask for a new group of students to stand. Clarify that all opinions will be accepted without harassment.

1. I think that a woman's place should be in the home.
2. It's OK for a girl to play on a boy's team if she's a good athlete.
3. Men should make the important decisions because men think, while women act on their emotions.
4. Husbands and wives should share equally in housework and child care.
5. There's a lot of sex-role stereotyping in my family.
6. Women who want to work outside their homes really want to be men, and they'll never be satisfied.
7. Cooking and sewing are only for girls and women.
8. It's OK for a boy to cry.
9. It's OK for a man to cry.
10. A woman shouldn't take a job that pays more than her husband's job.
11. Sometimes I feel like doing something that a person of my sex "isn't supposed to do."
12. Women with children under school age should not work outside the home.
13. It is not desirable behavior for males to hug their fathers, other male relatives, or male friends.
14. Most jobs can be done equally well by females and males.
15. It is easier to be male in this society.
16. Most women/girls want a man to take care of them.
17. In a family, girls and boys should be treated basically the same.
18. It is ridiculous for a woman to work at a construction site or a man to stay home full time and care for the house and children.
19. I would not vote for a woman to be president of the United States.

20. Girls/boys or men/women are equally intelligent.

21. It is only natural for girls to express better classroom behavior than boys.

22. The amount spent on girls' athletics should equal that spent on boys' athletics.

23. Calling a middle-aged woman "girl" may be an expression of gender bias.

24. In a two-career family, both parents should share the responsibilities of child care and house upkeep.

25. Despite the advent of women's liberation, men should continue to show courtesy to women through gestures such as holding doors open.

26. Both women and men should be registered for the draft.

27. Boys should learn basic skills in taking care of themselves, such as cooking, sewing, and repairing things.

28. Boys understand math better than girls.

29. It's okay for a man to be a homemaker while his wife works at a job to support both of them.

30. Both girls and boys should have courses in school to help them learn to be good parents.

31. It's important for a woman to stay home and take care of her husband and children.

32. Girls are stronger than boys.

33. Boys aren't very good babysitters.

34. It's OK for a man to let a woman drive a car for him.

Sample Action Plan Form

Gender Equity Action Plan for Sixth Grade

School ______________________ Teacher ______________________

Date ______________________

As the final exercise in the sixth-grade gender equity workshop, you and your students have the opportunity to develop your own action plan, one which would be realistic for your students and you to do in your situation and one to which you're willing to commit yourself. Using the following simplified program planning outline, determine specifications for your own action plan.

You will be contacted in the late spring to provide a follow-up report on this plan.

1. What objective(s) would you and your students set for yourselves to strive for gender equity within your school?

2. What are some appropriate activities needed to achieve the objective(s)?

   a. ______________________

   b. ______________________

   c. ______________________

3. What are the specific steps you need to take to implement your plan? (Put them in chronological order.)

   Step 1: ______________________

   Step 2: ______________________

   Step 3: ______________________

   Step 4: ______________________

   Step 5: ______________________

4. How can you evaluate your action plan, and at what point will you do so?

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Sample Workshop Evaluation Form

Student Evaluation of the Workshop

This workshop on equal opportunity for boys and girls ought to be an experience offered to more students.

☐ Yes ☐ No

On a scale from 1 to 5 (1 = very much; 5 = not at all), check your reaction to each of the following statements:

	Very Much 1	2	3	4	Not at All 5
• I enjoyed this workshop.					
• I took part in what was going on.					
• The leaders were well prepared and knew what they were doing.					
• I learned about sex-role stereotyping.					
• I liked sharing with students from another school.					

Which of today's activities would you rate as being good? Write 1, 2, or 3 in the space provided, with 1 indicating your favorite activities. You may have more than one activity rated 1 or 2 or 3.

_____ Skit: Boy Meets Girl

_____ Slides on stereotypes/brainstorming

_____ Filmstrip: *Secret of Goodasme*

_____ Activity: Sample TV Commercials

_____ Activity: Language Exercise

_____ Activity: Who's Who?

_____ Activity: Values Barometer

_____ Developing Action Plan

Write below any ideas, thoughts, or feelings you would like to share with the leaders about this workshop.

Career/Vocational (1)

Acquire knowledge about different occupations and changing male/female roles.

A Firefighter, Not a Fireman

From Nancy Schniedwind and Nancy Davidson, *Open Minds to Equality*, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1983.

Time. Approximately one or two class periods.

Resources. Chart paper, markers, children's books, magazines.

Objectives

To increase student awareness of sexist occupational terms in our language.

To have students notice how sexist occupational terms influence our images of people and the expectations people set for themselves.

Procedure. Discuss sexism in occupational terms with the whole class. Give examples of sexist and nonsexist terms—fireman, firefighter; mailman, mail carrier (see box).

Divide students into groups. Have groups list on chart paper as many occupational terms as they can think of. They should list the traditional term and a newer, nonsexist one if they can think of both. Occupational terms which are not sex-role based are listed on a separate page. Students can look in books and magazines for ideas.

Join together, post the lists, and discuss class findings.

Discussion Questions

1. When you think of a _________, do you think of a woman or a man or both? (Use a sexist term.) Why? Discuss several terms.
2. What happens when you think of a _________? (Use a nonsexist term here.) Discuss several terms.
3. How has our language affected people's thinking about what they can be? How has it affected you?

Old and New Job Titles

Old	New
mailman	mail carrier
fireman	firefighter
garbage man	garbage collector
housewife	homemaker
chairman	chair or chairperson
bell boy	porter

Going further. Have students use the new words as their spelling words. Have them use the words as part of an assignment for a story in language arts.

Have older or more advanced students look up these words in other languages. Are they sex-role biased? In which languages? What might that tell us about a culture?

Career/Vocational (1)

Acquire knowledge about different occupations and changing male/female roles.

M and S Auto Repair

From Nancy Schniedwind and Nancy Davidson, *Open Minds to Equality*, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1983.

Time. One or two class periods.

Resources. Worksheets on "M and S Auto Repair" and "Roles for Marcie and Jim" (included).

Objectives

To have students recognize stereotypes based on sex.

To understand the feelings of persons who experience prejudice and discrimination because of stereotypes based on sex.

Procedure. Have students read the worksheet "M and S Auto Repair" and answer the questions at the end. Discuss the worksheet questions together as a class.

Now tell students that they will do a role-play. Tell the students that five months have gone by. After much hard work and fighting opposition to their idea from many people, Marcie and Sonia have opened the M and S Auto Repair Shop.

Ask two students to do a sample role-play in front of the class. Remind students they must *become* the person whose role they are playing. Even if they don't agree with the role, they should get into the feelings. Give half of the worksheet "Roles for Marcie and Jim" to each of the two volunteers. After they've read it, check with them privately to make sure they understand their roles well. Tell the students since this is a demonstration, you will interrupt after two minutes even though the role-play may not be over.

Now divide all the students into pairs, give each child a role, and begin role-playing simultaneously. After about three or four minutes stop them. Have students exchange roles.

Discussion of Role-Play

1. Describe your feelings playing Marcie.
2. Describe your feelings playing Jim.
3. In the end, did Jim leave his car or not? What arguments influenced his decision?
4. What are other stereotypes some people have about women? List them on the board. How do these stereotypes hurt women?
5. What can be done to counteract stereotypes that hurt people because of their sex?

M and S Auto Repair

Marcie and Sonia are two women in their middle twenties who live in the town of North Jefferson. Both graduated from high school with a strong background in science, math, and auto mechanics. Since then they have worked in Bob Miller's auto repair shop. By now they have had seven years experience on the job. They have excellent reputations as auto mechanics.

Marcie and Sonia have all the skills they need to open their own shop, M and S Auto Repair. The women have saved the money they need to get their business going.

Sonia called the owner of a local garage to ask if it was for rent. The garage owner said, "Sure, lady. Have your husband come over any time. I'm eager to rent."

Sonia went to the garage owner later that afternoon. He said, "Where's your husband?" When she told him she wanted to rent it for herself, he laughed in her face. "What? *You* want to rent the garage! What a joke."

"I'm not married. I'm an auto mechanic and here is my down payment."

"Look, lady, I'm not renting this to you. I'll lose money. You'll never be able to pay your rent. Nobody in this town will come to a garage run by women. Give up your pie-in-the-sky idea."

Questions

1. Describe how you would feel if you were Sonia.
2. How does the garage owner show prejudice toward Sonia?
3. What stereotypes about women does the garage owner believe?
4. How do these stereotypes hurt Marcie and Sonia?
5. How do these stereotypes hurt the residents of North Jefferson?

Roles for Marcie and Jim

Marcie

You are very confident in your abilities to do auto repair. You successfully fixed all kinds of cars when you worked in your past job. You received very few complaints. In fact, your boss told you that you're one of the most skilled auto repair workers that he ever employed.

In the role-play, try to convince the customer to leave his car at M and S for you to fix.

Jim

You read about a new garage that is opening in town, M and S Auto Repair. You're pleased, since mechanics at the other shops have never successfully fixed your car. You called and made an appointment to leave the car. When you walk in, you see a woman. You're shocked. You don't want a woman repairing your car.

In the role-play, try to find a way to get out of leaving your car at M and S Auto Repair.

Career/Vocational (1)

Acquire knowledge about different occupations and changing male/female roles.

Quickies

From Nancy Taylor, *Self-Image: Courage to Pursue the Nontraditional*, Project Equal, Division of Continuing Studies, North Dakota State University, Box 5595, State University, Fargo, ND 58105.

Time. Varies.

Resources. None.

Objective

To have students explore gender biases in careers.

Activities

For one month, cut out all the newspaper articles you find on women working and post them on a bulletin board. Was anyone elected to the board of education? Did anyone open her own business? Or was anyone elected to a state or national office?

Have the students write a newspaper article about themselves 10, 20, and 30 years from now. What kind of work will they be doing? Where will they be living?

Have students interview adults to see why they chose the jobs they work at; how many choices are based on sex-role convention?

Ask students to catalogue jobs as "male" and "female"; see whether each job could be done equally well by a man and a woman.

Ask students to catalogue household tasks by "female" and "male"; see whether each chore could be done equally well by a man and a woman.

Have students search out people in real life who depart from traditional roles. What advantages do these people have? What problems do they face? What do they think of themselves?

Hold a contest for the "most sexist ad of the year." Have every student bring a prize-winning entry to class.

Have students observe and analyze how students in their classes stereotype one another.

Have students survey career plans of girls and boys at other grade levels. Is there a difference? Are choices sex stereotyped? Chart the results.

Career/Vocational (2)

Understand that career aspirations need not be limited by sex-role stereotypes.

What Can a Woman Do?

From *Today's Changing Roles: An Approach to Nonsexist Teaching*, The National Foundation for the Improvement of Education, 1156 15th St. N.W., Washington, DC 20005, 1974.

Time. One or two class periods.

Resources. Copies of "Ideas About Women and Education," "Women and Social Expectations," "How You Going to Keep Us Down Anymore?," and the worksheet, "What Can a Woman Do?" (copies included).

Objectives

To rate opinions of women's abilities.
To contrast different attitudes about women that reflect change over a period of time.
To hypothesize about areas of future changes.

Procedure

1. Students may complete this assignment in groups or individually.

2. Pass out all the copies and allow time for completion of the worksheet.

3. Note that most areas of achievement considered "proper" are related to success of women in the role of homemaker.

4. Ask students to share ideas on changes of "proper" areas of achievement and the effect this might have on the role men play in society and at home.

5. Ask students to list responsibilities that society assumes for males and females. Then ask students to write a composition that explains ways in which such responsibilities can be shared.

Ideas About Women and Education*

Time	Source	Idea
1792	Mary Wollstonecraft in her *Vindication of Women*	Let an enlightened nation then try what effect reason would have to bring them (women) back to nature, and their duty; and allowing them to share the advantages of education and government with man, see whether they will become better, as they grow wiser and become free. They cannot be injured by the experiment, for it is not in the power of man to render them more insignificant than they are at present. To render this practicable, day schools for particular ages should be established by Government, in which boys and girls might be educated together.
1793	Unknown	Dancing, Music, and French, are considered as the only essential qualification. Far be it from me to condemn a genteel and liberal education, when parents have it in their power to bestow such . . . but what can be more ridiculous than making them the only requisites to perfection? . . . If we wish a reformation in female manners, let us begin one in their education; let them be taught that domestic usefulness is before modern refinement, and that to manage a family with economy, is far beyond touching a harpsichord.
1801	Young Ladies Academy in Philadelphia	Composition, Arithmetic, Grammar, Geography and Astronomy. Rhetoric would be added soon but "no undue or painful exertions of your minds are required to comprehend its principles."
1827	A. G. Thomas	It surely cannot be pretended that women's intellectual natures are inferior to those of the other sex and incapable of equal improvement. . . . Intellectual cultivation . . . fits the wife for what she is supposed to be. . . . Who would be satisfied with a companion for life who could entertain him with no other topics than those connected with the kitchen, the smokehouse and the larder, the children, the servants, and the poultry yard?
1831	Sarah Josepha Hale	Two things are needed. . . . One is a woman, who will learn to demonstrate the anatomy of the chest and abdomen, at least, to all females, that they may know, for themselves and for their offspring. . . . Men may write, but people will not read, or cannot understand; and there is obvious impropriety in anatomical lectures delivered by men to classes of females—but, if a properly educated woman, of strong mind and heart, would undertake such a task in behalf of her sex, she would deserve the appellation of apostle of usefulness to a misguided generation.

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*Quotes from Thelma M. Smith, "Feminism in Philadelphia, 1790-1850," *The Pennsylvania Magazine of History and Biography* (Historical Society of Pennsylvania) 68 (July 1944), pp. 243-268.

Ideas About Women and Education (cont.)

Time	Source	Idea
1836	Elizabeth Margaret Chandler	Qualify woman to discharge her duties, not to exalt her till she despises them; to make it her ambition to merit and display the character of the most amiable and intelligent of her sex, rather than aspire to emulate the conduct and capacity of men . . . . Here in America women may hope to take their true, their most dignified stations, as the helpers, the companions, of educated and independent men.
1868	Sarah Josepha Hale	A mother should receive every advantage of learning which can improve her natural gifts as the teacher Heaven appointed for the young.
Today	You	

Women and Social Expectations*

Emily Post

To-day is the day of woman's equality with man, and if in proving her equality she has come down from a pedestal, her pedestal was perhaps a theatrical 'property' at best and not to be compared for solid satisfaction with the level ground of the entirely real position she now occupies.

To-day a young girl who finds she is not a ballroom success avoids ballrooms and seeks her success otherwise.... She sizes up the situation exactly as a boy might size up his own chances to "make" the crew or the football team.

Instead of depending upon beauty, upon sex-appeal, the young girl who is "the success of to-day" depends chiefly upon her actual character and disposition. It is not even so necessary to do something well as to refrain from doing things badly. If she is not good at sports, or games, or dancing, then she must find out what she *is* good at and do that!

Ethically the only chaperone is the young girl's own sense of dignity and pride; she who has the right attributes of character needs no chaperone—ever.... But apart from ethics, there are the conventions to think of, and ... every young woman must be protected by a chaperone, because otherwise she will be misjudged.

The chaperone (or a parent) should never go to bed until the last young man has left the house. It is an unforgivable breach of decorum to allow a young girl to sit up late at night with a young man—or a number of them. On returning home from a party, she must not invite or allow a man to "come in for a while." Even her fiance must bid her good night at the door if the hour is late, and someone ought always to sit up, or get up, to let her in. No young girl ought to let herself in with a latchkey.

In America, a young woman can go across every one of our thousands upon thousands of railed miles without the slightest risk of a disagreeable occurrence if she is herself dignified and reserved. She should be particularly careful if she is young and pretty not to allow strange men to "scrape an acquaintance" with her. If a stranger happens to offer to open a window for her, or get her a chair on the observation platform, it does not give him the right to more than a civil "thank you" from her. If, in spite of etiquette, she should on a long journey drift into conversation with an obviously well-behaved youth, she should remember that talking with him at all is contrary to the proprieties, and that she must be doubly careful to keep him at a formal distance. There is little harm in talking of utterly impersonal subjects—but she should avoid giving him information that is personal.

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*Emily Post, ***Etiquette:*** *In Society, in Business, in Politics and at Home* (New York: Funk and Wagnalls Company, 1922), pp. 285-292. From the original edition, copyright 1922. Present publication copyright 1969 by the Emily Post Institute, Inc. Reprinted with permission of Funk and Wagnalls Publishing Company, Inc.

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How You Going to Keep Us Down Anymore?*

New Haven Women's Liberation Rock Band

Hi. We're the New Haven Women's Liberation Rock Band and we're really glad to be here today. Some of us have been teachers, some of us are teachers, and we've all been taught. Here we are trying very hard to overcome all the dollhouse corners, all the home economics, and all the cheerleading squads. That's Jennifer over there who does the singing, and Ginny on the French horn, Rika on the guitar, Karen on the trombone and sax, Pat on the bass, Leah on flute, Judy back here on the drums, and Harriet with the guitar.

In this next song, we're trying to make up a little of the history of women that we never learned in our school books. When we play, we usually talk a bit about how we feel, about our culture, rock music and being hip. When the band first got together, we asked ourselves, "What kind of music shall we play?" Even though we had a French horn, we knew we'd never succeed as a symphony orchestra. Opera was out, and Salvation Army music was seasonal at best. Only folk music was left it seemed, but Kit the trombone player said, "Wait a minute. What about us brass instruments?" And Rika wanted to play the electric guitar. Judy wanted to play the drums. "If all we're doing is playing and singing sad songs by the river, how can I play the drums?" So we thought, "Why not rock music?"

OOOHH! Not rock music. Women aren't supposed to play rock music. Rock is loud and fast, hard, aggressive, and electrical. Women might get a shock. But then we said to ourselves, "Now wait a minute. We grew up with rock. We danced to it, did our homework to it. Rock is our culture."

Then we took another look at the culture. We heard James Brown on the radio, "It's a man's, man's, man's world . . ." or "Shake your hips, girl, and keep them weak." Mick Jagger sings, "Look at that stupid girl."

Looking at the rock culture with which we grew up we found assault, instead of fun and dancing and music. Just look at the assault: Powder Ridge and Altamont, where several people were killed. We saw, what's his name, Frank Zappa, laughing at all those groupies. And Jimmy Hendrix, rapping and burning his guitar on stage. This new hippy, dippy love, peace, liberated rock culture was just like all the rest—anti-female, anti-human, assaultive, egotistic, individualistic, death-rape-violence trips that have been laid on us by our society. Look what they've done. They've taken everything, including the rock culture we thought was ours, and used it against us. It's time we took it back and made it something better.

Now we can't be the old rock. It has to be fun and dancing and music. It has to be an affirmation of ourselves and of all humanity. It has to make absolutely clear that we're not anybody's little girl or chick or groupie or back-street girl or brown sugar girl. We're not anybody's old lady. And if that's what passes for love in rock music, they can have it—every inch of it. Mick Jagger sings, "My woman, she's under my thumb. And it's all right." All right for whom? It's not all right for us. And it's never going to be all right again.

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*Reprinted from *51 Percent Minority* (Washington, DC: National Education Association, 1972).

What Can a Woman Do?

Many people have different ideas about the abilities of women. For example:

"Fixing up their hair is all they ever do.
Why don't they fix up the mess that's inside."
—Professor Higgins, "My Fair Lady"

His comment would be charted as follows:

Author	Type of Ability	Scale	
		Low	High
Professor Higgins	Thinking	X	

Now look through the other statements made by real people and complete the rest of the rating scales for each author.

Author	Type of Ability	Scale	
		Low	High

Look back at your chart and answer these questions:

1. Were the low opinions stated by men or women or both?
2. What areas of achievement have been considered most "proper" for women?
3. What reasons are most often given for the need for success in the "proper" area of achievement?
4. What changes in attitudes have occurred over time?
5. What do the changes mean for men's roles?

Elementary/Intermediate

Career/Vocational (2)

Understand that career aspirations need not be limited by sex-role stereotypes.

You Can Be What You Want To Be: Equity Immersion Week

From Josephine Jarvist, *Fair for All: Schools Celebrate Equity*, The Network, Inc., 290 S. Main St., Andover, MA 01810, 1983.

Time. Preparation—one month; event—one week.

Resources (Title and Source)

The Yellow, Blue, and Red Book
Many Thousand Word Work Pictures
Project Equality
Highline School District
Seattle, WA 98166

Choices: Learning About Changing Sex Roles
Jenny Publishing Company, Inc.
57 Queen Avenue South
Minneapolis, MN 55405

Cooperative Sports and Games Book by T. Orlick
Learn Me Bookstore
642 Grand Avenue
St. Paul, MN 55105

Becoming Sex Fair: The Tredyffrin/Easttown Project
The Whole Person Book
Together We Can
WEEA Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160

Objective

To have every student and teacher participate in a week of equity events, thereby increasing awareness and infusing equitable materials in the curriculum.

Preparation. Teachers are introduced to the idea of Equity Immersion Week and to its themes at an inservice. They are given packets for the days of the week with sample lesson plans. During the inservice they have an opportunity to look over the packets, decide on one activity they will do in their classroom, share their idea with the rest of the faculty, and review the curriculum resources available for their use during Equity Immersion Week. Invitations are sent to parents inviting them to all events.

School and Classroom Activities

To emphasize schoolwide participation during the entire week, every student and teacher wears a red and white button saying *You Can Be What You Want To Be*. Each day has a theme and accompanying classroom activities and events.

Each day of the equity week also features a schoolwide event or activity. (One sample lesson on each day's theme is described.)

Day 1. Introducing Students to the Idea of a Stereotype

An assembly features a local troupe's puppet show entitled, "The Wizard of Id from the Land of Can Do." A princess, dissatisfied with being a princess, explores the world to learn about all the things she can do, from playing baseball, to flying, to being a world-renowned chef.

Sample Lesson: From *The Yellow, Blue and Red Book*, read "Sadonia—Story Finale." Students write their own endings for a fairy tale featuring Sadonia, a princess from the land of Wash. This lesson provides an opportunity for students to devise a new ending in place of "and they lived happily ever after."

Day 2. Roles Are Changing

Fourth-grade students perform a play based on "The Story of Baby X" (from *The Whole Person Book*), the adventures of a baby of unknown gender entering a world where people's interests, abilities, and choices are determined by their sex.

Sample Lesson: From *Becoming Sex Fair*, read "Father Bakes Bread." Draw or clip nonstereotyped pictures of women and men in family and career roles from magazines to form bulletin board collages.

Day 3. Nontraditional Occupation Day

Students wear "career costumes" and learn that jobs are for *everyone*. They also make "occupation" hats for a front hall display case.

Sample Lesson: Use pictures from *Many Thousand Word Work Pictures*. They show children and adults in nontraditional jobs. Pictures can be used in many ways, such as in small group discussions, on bulletin boards, and for writing assignments.

Day 4. Cooperative Games and Sports

Cooperative games are conducted in all physical education classes. A schoolwide awards assembly is held with awards given for "most cooperative" students in each class. (In one school, a special award was given to the physical education instructor who started sports programs for girls in the school system.)

Sample Lesson: From the *Cooperative Sports and Games Book*, explain "Human Tangles." Children stand in a circle, take someone's hands other than the person's beside them and work together to untangle themselves.

Day 5. Looking at the World Around Us

Students assess television, magazines, and comic books for sex bias and stereotyping, rewriting commercials. They can also write letters to toy manufacturers who advertise their toys as appropriate for only boys or only girls.

Sample Lesson: From *Choices: Learning about Changing Sex Roles*, use "Unfair Advertising." Students role-play a new ad that would be more fair to both boys and girls.

Middle/Junior High

Learning		*Understand that sex-role stereotyping, sex bias, and sex discrimination limit educational choices, opportunities, and achievement.*	Home Ec Hassle	121
			Keep Your Rights	123
Personal/ Social	1	*Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.*	Lining Up Around Sex-Role Stereotypes	128
			Opportunity Knocks: A Game for Overcoming Stereotypes	132
	2	*Identify ways in which sex-role stereotypes are influenced and reinforced by social institutions.*	Going to the Source	150
			Learning About Sexism	159
			Women in TV Commercials	161
			Women in TV Shows	162
	3	*Identify the impact of sex-role stereotyping on self-concept and personal development.*	Examining Stereotypes: Personal Decisions	163
			The Male Role Stereotype	166
			Pressure Point: Winning	172
	4	*Understand the ways in which sex-role stereotyping and sex bias affect interpersonal relationships.*	Pressure Point: Acting Tough	175
			Pressure Point: It's Not All Right to Cry	179
Career/ Vocational	1	*Explore the range of career options, including nontraditional jobs.*	Candid Camera Comics	184
			Careers	189
			Job Relay	191
			Once Upon a Time	195
			Real-Life Slices	199
			Stump the Experts	203
	2	*Understand that career aspirations need not be limited by sex-role stereotypes and biases.*	Hello, You're on Livewire Hotline	208
			Picking Up Signals	214
			Predictions	217

Understand that sex-role stereotyping, sex bias, and sex discrimination limit educational choices, opportunities, and achievement.

Home Ec Hassle

From David Sadker, ***Being a Man***, prepared for the Woman's Program Staff, U.S. Office of Education, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 071-080-01777-6).

Time. Approximately one class period.

Resources. Copies of "Home Ec Hassle" (sample included).

Objective

To have students examine sex-role stereotyping and think about its consequences.

Procedure. Distribute copies of "Home Ec Hassle." After students finish reading this story, conduct a class discussion.

1. Tell students that this story demonstrates one way that schools exert pressure on students to conform to sex-role stereotypes. In what other ways can schools create or reinforce sex-role stereotypes?
2. What are some of the negative consequences of sex-role stereotyping?
3. What can schools do to encourage students to avoid sex-role stereotyping?
4. Review with the class how the characters in the story (Tyrone, Alan, Josué, Dwight, Sally, the coach, the principal) feel and behave. Then ask students to rank each of the seven characters, from the one they admire most to the one they admire least. Ask selected students to share and explain the rationale for their rankings.

Home Ec Hassle

Tyrone, Alan, and Josué are members of the high school football team. They are also practical boys who think that it is important to be self-sufficient and to know how to take care of themselves. They want to learn about cooking, sewing, and child care, so they consider enrolling in the school's home economics course. They also think home ec may give them training for a variety of future careers.

They take their course schedules to the guidance counselor, who reacts unfavorably to their home economics selection. "There are so many things to take that are important for you," he says. "Why do you want to bother with home ec? You'll probably get married and have all the cooking and sewing taken care of for you." Despite the guidance counselor's remarks, the boys enroll in the home economics class. They expect to take some kidding, but are surprised at the intensity of the reaction. One football teammate, Dwight Burton, leads a group of students in continually teasing and badgering them. Dwight starts a fad of "happy homemaker" jokes, pins aprons on the boys' uniforms, and calls them the "sewing circle."

Tyrone's girlfriend, Sally, has always enjoyed the prestige of going out with a star football player. This new turn of events is not at all to her liking. She doesn't want to be associated with the butt of a joke, and says that if Tyrone doesn't quit home ec, she's going to quit him.

The football coach is upset by all the problems that this home economics course is causing. He feels that it is responsible for low team morale and calls the boys in for a conference. "Look," he says, "I'm running a football team, not a sewing circle. Now why don't you drop the home ec course before this happy homemaker thing gets out of hand." When the school principal hears of the issue, she makes it clear to the boys that they have a right to take home ec and she will support that right.

Tyrone is shook up by the happy homemaker hassle, decides it's not worth upsetting the coach and the team, and drops the course. Alan concludes that he really wants to take home economics. He decides to ignore the teasing and stay in the class. Josué is so angry about the pressure being put on him that he quits the football team and joins a group of high school students who are forming a new club for men's and women's liberation.

Understand that sex-role stereotyping, sex bias, and sex discrimination limit educational choices, opportunities, and achievement.

Keep Your Rights

From Nancy Schniedwind and Nancy Davidson, *Open Minds to Equality*, Prentice-Hall, Inc., Englewood Cliffs, NJ 07632, 1983; adapted from Myra Sadker, *A Student Guide to Title IX*, Resource Center on Sex Roles in Education, 400 N. Capitol St. N.W., Washington, DC 20001.

Time. Several class periods.

Resources. Copies of Title IX worksheet and situation cards (samples included), paper, pencils.

Objectives

To give students information about the Title IX law.
To help students examine their school for compliance with Title IX.
To give students strategies to use this law to bring about a nonsexist atmosphere in their school.

Procedure

Step One: Post a large copy of the following Title IX regulations on poster board:

- School system must have a policy saying it does not discriminate on basis of sex. This must be printed on school mailings and in the newspaper.
- School system must have a Title IX coordinator to see that it follows the regulations.
- School system must have a method for people to file complaints and get answers.
- School system must do a self-evaluation about sex discrimination and make necessary changes.
- If school systems ask for money from the federal government, they must fill out a form saying that they don't discriminate on basis of sex.

Discuss this with the class. Make sure they understand the vocabulary and the concepts.

Divide students into groups of three. Hand out "Worksheets" and go over them with the groups. Answer questions. Use examples to clarify.

Hand out one "Situation Card" to each group. Instruct each group to read its card and decide if any Title IX regulations have been violated. Each group prepares a short presentation for the class, explaining the situation and what regulations either have or haven't been followed. (Correct answers are at the end of this activity.)

Step Two: The next day, ask each group to think of a way that your school system has actively supported these regulations. Working in groups, write letters of praise to the people responsible. For example, if guidance counselors are good about encouraging boys to take home economics, they get a praise letter. Or if physical education teachers actively support girls' participation on the intramural basketball team, they get a praise letter.

Then have groups think of a way that the school is not actively supporting these regulations. Have them work out a strategy for taking action. They could plan to write letters, make phone calls, make visits, enlist their parents' support, and so on. If groups have trouble, give them help or brainstorm as a class.

Make a classroom poster of guidelines to follow in making complaints. The class can generate these or you can present them with the following:

- Remember that counselors, teachers, and administrators may be well-meaning but unaware of their responsibilities, or unaware that they are behaving in a discriminatory way.
- Call behavior to the adult's attention in a way that is polite and shows you are knowledgeable. Be positive and helpful.

If that doesn't work:

- Go to the Title IX coordinator for the district. Share your concerns, with detailed information, and ask for changes.

If that doesn't work:

- Find out about the state law. (In Wisconsin, you can call the Wisconsin Department of Public Instruction Sex Equity Consultant at 608-267-9157.)

If that doesn't work:

- Get help from your parents, other students, and other adults. File a complaint, using the correct procedure.

If that doesn't work:

- File a federal complaint with: Director, Office for Civil Rights, Department of Education, 1121 Vermont Ave. N.W., Washington, DC 20201. Include your name, person(s) who has been discriminated against, school district name, date, and explanation of what happened.

Step Three: Discuss the whole lesson with the class.

Discussion Questions

1. Did you know about these regulations before doing the lesson? Why or why not?

2. What did you discover about your school district?

3. Was it easier to think of positive situations or negative ones?

4. What reactions did you get to your compliment letters? To your concerns?

5. In what ways were people willing to help bring about change for sexual equality? In what ways were they not?

Answers to Title IX Situation Cards

1. Maggie and Gioia—*violated* because although the classes were accessible, they were discouraged by the counselor on the basis of gender.
2. Rose—*not violated* if students have been separated by ability determined by objective evaluations.
3. Gregg—*violated* because the school did not make it clear through the booklets that all courses are open to both boys and girls.
4. Dan—*violated* because standards of appearance must be applied uniformly.

5. Gilah—*violated* because students may not be prohibited from access to school on the basis of marital or parental status.
6. Gurtney—*possibly violated* because while Boy and Girl Scouts may be separated by sex, the school cannot provide "significant assistance" to groups that separate students by sex.
7. Ming—*not violated* because courts have upheld the prohibition of boys in girls interscholastic sports because of past inequities. Girls, however, have been allowed to participate on boys' interscholastic teams *when girls' teams are not available*.

Title IX Worksheet

Physical Education

1. Equal requirements
2. Classes open to girls and boys
3. Classes coeducational except for ability groups or contact sports
4. Standards for success clearly stated and fair
5. Wide range of activities

Guidance and Counseling

1. Graduation requirements the same for both sexes in all courses
2. Vocational courses all coeducational
3. Descriptions and pictures include males and females in all courses
4. Counselors avoid sex-role stereotyping
5. Counseling provides wide range of courses and ideas for males and females

Treatment of Students

1. Prizes and honors open to both sexes
2. No segregated activities except Scouts and Y's
3. Equal use of all school equipment
4. Equal punishments for school rule violations

Title IX Situation Cards (to be placed on separate file cards)

Maggie and Gioia wanted to take wood shop. They both helped their parents cook at home and felt that they wouldn't learn much that was new in home economics. Neither one had parents who were good at fixing things so they thought woodworking would be a good skill to learn in school. The guidance counselor said they could take it if they wanted, but he wouldn't recommend it and was sure the shop teacher would not be happy to have them in the class.

Rose wanted to play tennis, which she'd never played before. When she got into her beginners' tennis class, she found that all the other students were also girls. After class, she looked at the intermediate and advanced classes and found that the advanced class was all male. She complained that that was segregating by sex and wasn't fair.

Gregg was looking through booklets about jobs in his school's guidance office. He'd been planning to do the mini-course on nursing so that he could work as a volunteer nurse's aide at the local hospital. When he looked at the pictures, he realized that all the nurse's aides were female. He felt silly taking a course where he expected only girls. So he decided to take an auto mechanics workshop, which didn't interest him, but where at least there'd be lots of other guys.

The principal told Dan he would be suspended from school until he cut his hair. The principal said that he could tolerate shoulder length hair in a boy, although he wasn't happy about it, but he certainly couldn't allow him into school with hair longer than that. Dan's sister Tara went to the same school and had hair down to her waist. Dan insisted that wasn't fair and that he should get to wear his hair however he wanted.

Gilah got pregnant while she was in high school. The assistant principal said that as soon as it became obvious that she was pregnant, she couldn't come to regular classes. Gilah's parents complained, saying that as long as Gilah had a doctor's note saying she was healthy, she should get to come to school.

Gurtney wanted to join Boy Scouts, which met at her school, because she didn't like the kind of activities they did in Girl Scouts. The scout leaders and the administrators of her school all said that it was legal to separate scout troops by sex and that she couldn't join Boy Scouts.

Your school has had 11 teams for boys and only four for girls. One of the girls' teams is archery. Ming wants to be on the girls' archery team since there aren't enough boys who are interested to start a boys' team. The coach says no, that there are plenty of sports for boys, and she wants to keep this for girls only.

Personal/Social (1)

Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

Lining Up Around Sex-Role Stereotypes

From David Sadker, *Being a Man*, prepared for the Woman's Program Staff, U.S. Office of Education, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 071-080-01777-6).

Time. Approximately one class period.

Resources. Copies of "Values Voting on Sex-Role Stereotyping" (sample included).

Objectives

To define sex-role stereotyping.
To analyze one's attitudes and values for elements of sex-role stereotyping.
To identify policies and practices through which schools may encourage sex-stereotyped activities and behaviors.

Learning Concepts

Sex-role stereotyping is the assumption that because people share a common gender, they also share a common set of abilities, interests, values, and roles.
Each individual's attitudes and values may reflect elements of sex-role stereotyping.
There are many different ways that schools encourage males and females to conform to sex-role stereotypes.

Structuring the Learning Activity

1. Write the following occupations horizontally across the top of the chalkboard: business executive, doctor, principal, engineer, pilot, ballet dancer, nurse, homemaker, secretary, nursery school teacher.

2. Tell students to select the occupation they would most like to role-play for a friend or a younger student. Once students have made their choices, tell them to go to the board and stand near the occupation they have selected. You can expect several students to select some of the more popular career choices.

3. After students are standing by their selected occupations, ask them to look around the room and summarize any patterns they can find in how other students selected occupations. It is very likely that, with a few exceptions, most boys will be standing toward the left side of the board and most girls will be standing toward the right side of the board.

4. Conduct a class discussion.
   a. Why did boys generally choose one set of occupations and girls choose another set of occupations?
   b. Are boys naturally better at being executives, doctors, principals, engineers, and pilots? Are girls better at being dancers, nurses, homemakers, secretaries, and nursery school teachers?
   c. Ask any boys who chose occupations on the right side of the board, or any girls who selected the traditionally male occupations, why they made that decision. Ask them how they felt when most of the people around them were of the other sex. (Or, if no students made nontraditional choices for their sex, ask students how they feel about the pattern they see—all boys on one side, all girls on the other.)
   d. Write the terms "role," "stereotype," and "sex-role stereotyping" on the board. Help students arrive at the following definitions:

      role: a behavior pattern typically expected by our society of people sharing a common characteristic.

      stereotype: an uncritical or oversimplified belief regarding the characteristics of a particular group based on the assumption that because members of the group share one characteristic, they are similar in many others.

      sex-role stereotyping: the assumption that because males share a common sex, they also share one common set of abilities, interests, values, and roles; and that because females share a common sex, they share a different common set of abilities, interests, values, and roles.

   Explain to students that sex-role stereotyping reflects oversimplified thinking and that it ignores our individual differences.

5. Tell the students that you are going to ask a series of "values voting" questions about sex-role stereotyping. Explain that "Values Voting on Sex-Role Stereotyping" will give students a chance to consider how they feel about sex roles and then to express their feelings and attitudes. Distribute copies of "Values Voting on Sex-Role Stereotyping." After students have had a chance to look over the questions, read each question and ask students to vote in the following way: If students agree with the statement, they raise their hands. If students disagree, they are to point their thumbs down. If they do not have an opinion on the statement, or do not wish to express their opinion, they fold their arms. Encourage students to vote according to their own beliefs and not according to how their peers may vote. Read each question to the class and ask students to vote. When asking "values voting" questions, you may simply request that the students indicate their answers with the appropriate signs, or you may ask selected students to explain the reasons for their vote. In either case, it is your role to encourage, but never force, students to express their opinions.

Values Voting on Sex-Role Stereotyping

How many of you:

- Think that participating in sports is more important for boys than girls?
- Think the father should be the "boss" of the household and should have the final word when family disputes occur?
- Would want to be friends with a boy who is a ballet dancer?
- Think it's important for men to be emotionally stronger and tougher than women?
- Think a woman could handle being principal of a large junior high school?
- Think it's all right for your father to stay home as a homemaker if that's what he wants to do?
- Would like to see boys on your school's cheerleading team?
- Have ever changed a baby's diaper?
- Would like to see more men teaching in elementary school?
- Would not like it if you saw a female business executive dictating a letter to a male secretary?
- Think men usually die younger than women?
- Think it would be more fair if a wife shared the burden of earning money for the family along with her husband?
- Think women make better elementary school teachers than men because they are more patient with children?
- Think a woman will never be truly satisfied unless she has been a wife and mother?
- Think a woman's place is in the home?
- Think men don't like to work for women bosses?
- Think women don't like to work for women bosses?
- Think it's all right for a girl to ask a boy out for a date?
- Think a boy wouldn't like to go out with a girl who is smarter than he is?
- Think there should be more women included in history and social studies books?
- Think fathers should come home earlier to spend more time with their children?
- Would vote for the Equal Rights Amendment?
- Have ever changed a flat tire?
- Have ever mended torn clothing?
- Have ever cooked dinner?
- Think women are worse drivers than men?
- Think the boy should pay when a boy and girl go out for a date?
- Think men should open doors for women?
- Would think less of a man if you saw him knitting?
- Think that being a boss makes a woman less feminine?
- Think men who have working wives should help around the house?
- Don't like to call a woman "Ms."?
- Think a woman should take her husband's last name when they get married?
- Plan on working outside the home after you finish school?
- Would worry if a woman mechanic was scheduled to fix your car?
- Think women have trouble telling jokes?
- Would participate in a march or demonstration for women's rights?
- Have ever participated in a march or demonstration for women's rights?
- Think men need to be liberated too?
- Think men and women should be paid equal wages for equal work?
- Would be offended if your date opened doors for you?
- Have ever wished that you had been born a member of the other sex?
- Think men dislike highly intelligent women?

Have ever belonged to a club that is for boys only or for girls only?
Think, if a choice must be made, it is more important for a boy to get a college education than for a girl?
Think girls are more emotional than boys?
Think boys should not hit girls, no matter what?
Think it's all right for boys to use rough language sometimes, but never permissible for girls?
Think athletics is more important for boys than for girls?
Think it's more acceptable for a boy to fight than for a girl?
Think it's more acceptable for a boy or man to be ambitious than it is for a girl or woman?
Think there have been fewer great women writers, artists, musicians, and scientists because, on the whole, women have less creative and intellectual ability than men?
Think a man's main responsibility is to support his family?

Middle/Junior High

Personal/Social (1)

Be aware of the existence of sex-role stereotyping, sex bias, and sex discrimination.

Opportunity Knocks: A Game for Overcoming Stereotypes

From David Sadker, *Being a Man*, prepared for the Woman's Program Staff, U.S. Office of Education, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 071-080-01777-6).

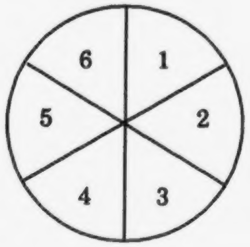
Time. Approximately 30 to 45 minutes.

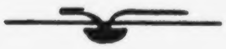
Resources. Copies of the game board and the various sets of cards ("Free from Stereotype," "Opportunity Knocks," and "Pressure Point"). (Samples of all included.) You should have one set of all game materials available for every two, three, or four students in your class (depending on how many students you want playing on each game board).

Assemble the game boards, and cut out the cards and stack them in three piles: "Free from Stereotype," "Opportunity Knocks," and "Pressure Point."

Each student needs a playing piece, which can be a button, coin, paper clip, etc. Also, you need a system to move the playing pieces along the game board (a spinner, a die, or a set of numbered paper slips) for each group of students. Use any or all of the following suggestions:

1. Ask the students to bring dice and/or spinners from games at home. Students can spin the spinner or roll a die to determine how many spaces to move.
2. Cut out strips of paper numbered one through six and place them in a container. Students can pick out pieces of paper with the number of spaces they should move.
3. Construct a number of spinners. This can be done with paper fasteners and heavy paper or cardboard. On a sheet of paper, draw a circle and divide it into six even, numbered slices.





From behind the circle, push a paper fastener through its center and bend the prongs. Fold one prong over and designate the other prong as the pointer. You now have a game spinner.

Objectives

To review some examples of sex-stereotyped situations.
To consider examples of individual actions that may be taken to counteract sex-role stereotyping.

Learning Concepts

In contemporary society, there are numerous pressures that encourage and reinforce sex-role stereotypes.
In order to resist these numerous pressures encouraging sex-role stereotyping, individuals have the right to make independent decisions and take positive, personal action.

Structuring the Learning Activity

1. Divide the class into groups of two, three, or four players, and distribute the game materials. Make certain that at least one boy and one girl are in each group.

2. Read the directions aloud. Be sure to emphasize that this game is not a competition between students. There can be several winners as well as losers. The objective is to accumulate at least five "Free from Stereotype" (FFS) cards by the game's end.

3. The game should easily be completed within 30 minutes. Individuals who finish earlier can play a second game.

4. During the game, you can serve as a facilitator for students with questions. You may also be asked to arbitrate the answers to questions from the "Opportunity Knocks" cards.

5. After the game is completed, ask for student reactions. Some of the issues that should come out of the discussion are:
    a. Traditional forces in society tend to reinforce sex-role stereotyping and reduce the ability of individuals to leave the sex-stereotyped role. Television, peers, instructional materials, etc., often serve to reinforce sex-role stereotypes. Note that there are exceptions to this generalization.
    b. Independent action is needed to reduce the effects of sex stereotyping on individuals and on society.
    c. Ask in what ways the negative social pressure cards in the game are similar to the social pressures in the real world. In what way does the game fall short of accurately describing sexist pressures? How well does the game reflect individual action students can take to eliminate sex-role stereotyping? What changes might be made to improve the game?
    d. Ask the students to describe any actions that they could take to avoid being sex stereotyped. What independent actions could add to their real-life FFS cards?

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Opportunity Knocks: A Game for Overcoming Stereotypes

"Opportunity Knocks" reflects the way social pressure is applied to promote sex-role stereotypes. The game also shows how individual decisions and actions can reduce and eliminate sex-role stereotyping. In this game you will have a chance to turn off the pressure and liberate your decisions.

Object

Many sources, such as television, friends, and school, pressure you into conforming to sex-role stereotypes. The object of this game is for you to consider individual actions that can be taken to reduce sex-role stereotyping.

You show that you are able to recognize sex-stereotyped behaviors if, by the end of the game, you reach the "overcoming stereotypes" space with at least five "Free from Stereotype" (FFS) cards. You have a chance to collect these cards when you land on "Opportunity Knocks" spaces. When you land on "Pressure Point" spaces, you sometimes will gain "Free from Stereotype" cards—and sometimes you will lose them.

Remember, you need to earn five FFS cards to demonstrate that you are aware of sex-role stereotypes and the actions you can take to overcome them.

Directions

The game board represents the first 18 years of your life, from the hospital delivery room through high school. As you move around the board, you must follow the instructions of the space you land on. There are different kinds of spaces.

Free Spaces. When you land on a free space, you draw no cards and simply wait your next turn.

Short Cut, Long Cut. There is a short cut space, which saves you time, and a long cut space, which makes you go back several spaces. If you land on these spaces by exact count, you must take the short or long cut, as the board indicates.

Go Ahead, Go Back Spaces. Some spaces tell you to go ahead or back a specific number of spaces. Follow these directions if you land on one of these spaces by exact count.

Pressure Point Spaces. When you land on a "Pressure Point" space, you are to draw a "Pressure Point" card. Sometimes these cards describe social pressures that society may impose to reinforce sex-role stereotyping. If you draw a negative "Pressure Point" card, it will cost you one of your "Free from Stereotype" cards.

Other "Pressure Point" cards describe situations in which you avoid social pressure and take a non-stereotyped course of action. In these cases, you gain a "Free from Stereotype" card.

Opportunity Knocks Spaces. When you land on an "Opportunity Knocks" space, another player will draw a card from the "Opportunity Knocks" deck, and read the question on the card to you. These questions are about male-role stereotyping and sex-role stereotyping in general. If you are able to answer the question accurately, you will gain two "Free from Stereotype" cards. These "Opportunity

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Knocks" cards are very important. They give you the chance to demonstrate your knowledge about sex stereotyping and the actions you can take against sex-role stereotypes.

See your teacher if there are any disputes about the answers to these questions.

Questions

What happens if more than one player gets five or more "Free from Stereotype" cards?

That's great! The more awareness of stereotyping and the actions that can be taken to overcome it the better. Remember, the goal of the game is not to beat somebody else. It is to check your own awareness. Each player with five or more FFS cards has reached his or her personal goal.

What happens if you give up all your "Free from Stereotype" cards?

If you are unaware or if social pressures make a victim of you, you may lose all your FFS cards. If you do, you may have to go into debt and borrow five more FFS cards. Just keep score of how many you have borrowed and remember to pay back your debt at the end of the game.

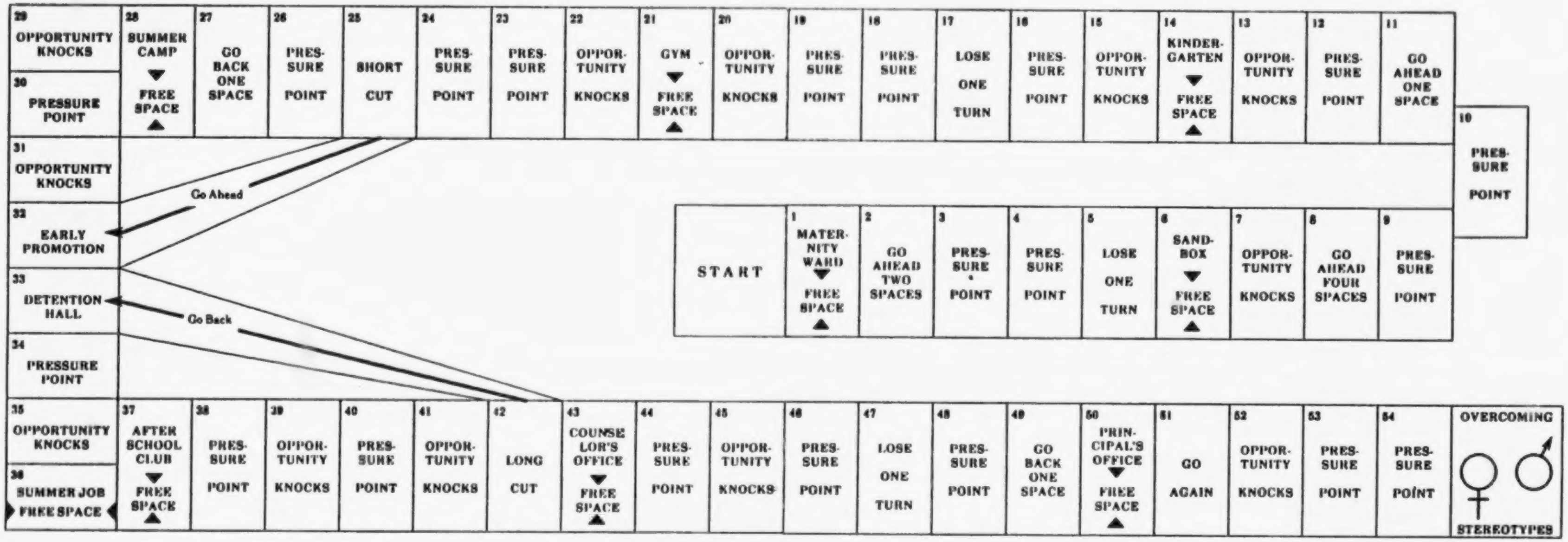
Don't give up hope!

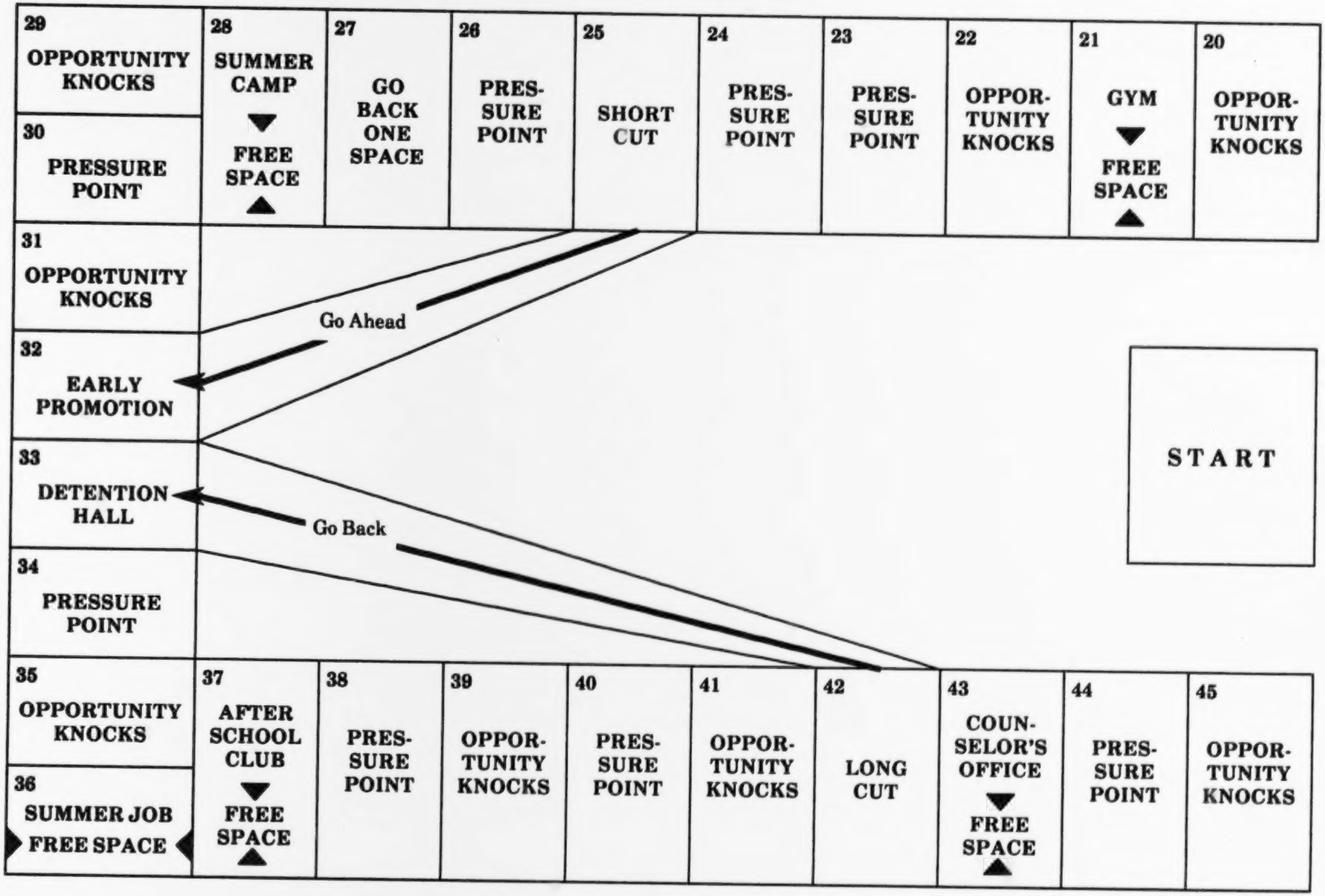
What happens now?

Shuffle the "Pressure Point" cards and the "Opportunity Knocks" cards and put them in two separate piles by the game board. Put the FFS cards in another pile. Decide who goes first. Use the spinner or die or whatever method your teacher has provided to determine how many spaces you move. Then follow the directions on each space. See if you recognize social pressures and overcome stereotypes.

Game Board Assembly

The game board on the next two pages can be cut out, trimmed as necessary, and mounted on cardboard so it looks like this sample.


START
1 MATERNITY WARD FREE SPACE
2 GO AHEAD TWO SPACES
3 PRESSURE POINT
4 PRESSURE POINT
5 LOSE ONE TURN
6 SANDBOX FREE SPACE
7 OPPORTUNITY KNOCKS
8 GO AHEAD FOUR SPACES
9 PRESSURE POINT
10 PRESSURE POINT
11 GO AHEAD ONE SPACE
12 PRESSURE POINT
13 OPPORTUNITY KNOCKS
14 KINDERGARTEN FREE SPACE
15 OPPORTUNITY KNOCKS
16 PRESSURE POINT
17 LOSE ONE TURN
18 PRESSURE POINT
19 PRESSURE POINT
20 OPPORTUNITY KNOCKS
21 GYM FREE SPACE
22 OPPORTUNITY KNOCKS
23 PRESSURE POINT
24 PRESSURE POINT
25 SHORT CUT
26 PRESSURE POINT
27 GO BACK ONE SPACE
28 SUMMER CAMP FREE SPACE
29 OPPORTUNITY KNOCKS
30 PRESSURE POINT
31 OPPORTUNITY KNOCKS
32 EARLY PROMOTION
Go Ahead
33 DETENTION HALL
Go Back
34 PRESSURE POINT
35 OPPORTUNITY KNOCKS
36 SUMMER JOB FREE SPACE
37 AFTER SCHOOL CLUB FREE SPACE
38 PRESSURE POINT
39 OPPORTUNITY KNOCKS
40 PRESSURE POINT
41 OPPORTUNITY KNOCKS
42 LONG CUT
43 COUNSELOR'S OFFICE FREE SPACE
44 PRESSURE POINT
45 OPPORTUNITY KNOCKS
46 PRESSURE POINT
47 LOSE ONE TURN
48 PRESSURE POINT
49 GO BACK ONE SPACE
50 PRINCIPAL'S OFFICE FREE SPACE
51 GO AGAIN
52 OPPORTUNITY KNOCKS
53 PRESSURE POINT
54 PRESSURE POINT
OVERCOMING
STEREOTYPES


29 OPPORTUNITY KNOCKS
28 SUMMER CAMP FREE SPACE
27 GO BACK ONE SPACE
26 PRES-SURE POINT
25 SHORT CUT
24 PRES-SURE POINT
23 PRES-SURE POINT
22 OPPOR-TUNITY KNOCKS
21 GYM FREE SPACE
20 OPPOR-TUNITY KNOCKS
30 PRESSURE POINT
31 OPPORTUNITY KNOCKS
Go Ahead
32 EARLY PROMOTION
33 DETENTION HALL
Go Back
34 PRESSURE POINT
START
35 OPPORTUNITY KNOCKS
36 SUMMER JOB FREE SPACE
37 AFTER SCHOOL CLUB FREE SPACE
38 PRES-SURE POINT
39 OPPOR-TUNITY KNOCKS
40 PRES-SURE POINT
41 OPPOR-TUNITY KNOCKS
42 LONG CUT
43 COUN-SELOR'S OFFICE FREE SPACE
44 PRES-SURE POINT
45 OPPOR-TUNITY KNOCKS

19	18	17	16	15	14	13	12	11
PRESSURE POINT	PRESSURE POINT	LOSE ONE TURN	PRESSURE POINT	OPPORTUNITY KNOCKS	KINDERGARTEN ▼ FREE SPACE ▲	OPPORTUNITY KNOCKS	PRESSURE POINT	GO AHEAD ONE SPACE

10
PRESSURE POINT

1	2	3	4	5	6	7	8	9
MATERNITY WARD ▼ FREE SPACE ▲	GO AHEAD TWO SPACES	PRESSURE POINT	PRESSURE POINT	LOSE ONE TURN	SANDBOX ▼ FREE SPACE ▲	OPPORTUNITY KNOCKS	GO AHEAD FOUR SPACES	PRESSURE POINT

46	47	48	49	50	51	52	53	54	
PRESSURE POINT	LOSE ONE TURN	PRESSURE POINT	GO BACK ONE SPACE	PRINCIPAL'S OFFICE ▼ FREE SPACE ▲	GO AGAIN	OPPORTUNITY KNOCKS	PRESSURE POINT	PRESSURE POINT	OVERCOMING ♀ ♂ STEREOTYPES

"Free from Stereotype" Cards

Free from Stereotype	Free from Stereotype	Free from Stereotype
Free from Stereotype	Free from Stereotype	Free from Stereotype
Free from Stereotype	Free from Stereotype	Free from Stereotype
Free from Stereotype	Free from Stereotype	Free from Stereotype
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Free from Stereotype	Free from Stereotype	Free from Stereotype
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Free from Stereotype	Free from Stereotype	Free from Stereotype
Free from Stereotype	Free from Stereotype	Free from Stereotype
Free from Stereotype	Free from Stereotype	Free from Stereotype

"Opportunity Knocks" Cards

"Opportunity Knocks" Card

Question: Describe one action you could take immediately to help eliminate sex-role stereotyping. (If you have already answered this question, draw another card.)

Answer: There are many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one action you could take immediately to help eliminate sex-role stereotyping. (If you have already answered this question, draw another card.)

Answer: There are many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one action you could take immediately to help eliminate sex-role stereotyping. (If you have already answered this question, draw another card.)

Answer: There are many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one way in which you have become less sex-role stereotyped. (If you have already answered this question, draw another card.)

Answer: There are many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one way in which you have become less sex-role stereotyped. (If you have already answered this question, draw another card.)

Answer: There are many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify at least four characteristics of the male sex-role stereotype.

Answer: Many, including acting tough, competing intensely, obsession with winning, limited occupational choices, earning a big salary, hiding emotions.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Name at least four sources of sex-role stereotypes.

Answer: Television programs, television commercials, teachers, parents, newspapers, magazines, friends, counselors, employers, etc.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify at least five costs that men pay for becoming sex-role stereotyped.

Answer: Many, including a loss of friendship with other males; an overcommitment to competition and difficulty in cooperating with others; the stress of hiding emotions; the feeling of being "locked in" to a particular job; a lack of time to develop noncareer hobbies and interests; a lack of time to spend with family; a proneness to certain physical diseases; earlier average age of death.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: You are female. You tell your guidance counselor that you are considering becoming a pilot. The counselor tells you that the job of stewardess is more appropriate for women. What would be a polite but nonstereotyped response?

Answer: There are several possibilities. You could politely tell the counselor that you're following your own interests and not sex-role stereotypes.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Describe one way in which you have become less sex-role stereotyped. (If you have already answered this question, draw another card.)

Answer: There are many possible answers.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify three ways that schools may reinforce sex-role stereotyping.

Answer: Many, including instructional materials, counseling, sex-segregated extracurricular activities, staffing policies (male principal-female teachers).

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: To what part of the male-role stereotype do these phrases refer: "Play it Cool," "Keep a Stiff Upper Lip," "Only Sissies Cry."

Answer: Hiding emotions.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Which of the following words describe the male sex-role stereotype: (1) compassionate, (2) dependent, (3) competitive.

Answer: (3) competitive.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: John Peters is a man who is driven to be the best at whatever he tries. Family, friends, hobbies, interests—all take a backseat as he strives to sell more vacuum cleaners than any other salesperson in the company. What aspect of the male-role stereotype does he demonstrate?

Answer: Winning and/or competition.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Briefly explain at least one way that suppressing emotions, which is part of the male sex-role stereotype, can be harmful.

Answer: Many, including: Hiding emotions presents a false image to others of what you are really like. Hiding emotions can make you lose touch with how you really feel about things. Hiding emotions causes stress and may be unhealthy.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify three occupations that are sex-role stereotyped as more appropriate for men than for women.

Answer: Many, including pilot, business executive, doctor, plumber, electrician, construction worker.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify three occupations that are sex-role stereotyped as more appropriate for women than for men.

Answer: Many, including elementary school teacher, nurse, secretary, homemaker.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: You and your friend are watching your younger brother who is 5 years old. He has just gotten into a squabble with some neighborhood children and comes home in tears. Your friend says to him, "Don't be a sissy. Only girls cry." What would be a polite but nonstereotyped response?

Answer: There are many possibilities. You might suggest that both boys and girls cry and that always hiding emotions can have harmful effects.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Briefly define sex-role stereotyping.

Answer: Sex-role stereotyping is the assumption that people who share a common gender also share a common set of abilities, interests, values, and roles.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Briefly explain at least three characteristics of "acting tough," which is part of the male sex-role stereotype.

Answer: Many, including: trying to dominate; acting strong; using violence; avoiding peaceful solutions; being able to "take it"; being able to "dish it out"; refusing to give in even when surrender or compromise is the most reasonable and compassionate course of action.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Give an example of how television programs stereotype men and an example of how television programs stereotype women. Be specific in explaining each one.

Answer: The answer must include specific programs as well as specific ways the programs stereotype. Since many TV shows do stereotype men and women, it is important that the answers be specific as to how they are stereotyped.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Identify at least two ways that competition, which is part of the male sex-role stereotype, has a negative impact on individuals.

Answer: Competition can lead to anxiety, a disregard for the rules in order to win, poor self-image for someone who is constantly a loser, a lack of a cooperative spirit, insensitivity to the feelings of others.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: Cite two television commercials that use sex-role stereotypes. Describe how either men or women are stereotyped by these commercials. Be specific as to the particular commercial and the specific way that it promotes stereotypes.

Answer: Make certain that the answer is specific and describes precisely how men and women are sex-role stereotyped.

Value for correct answer: Two FFS cards.

"Opportunity Knocks" Card

Question: You are male. You tell your guidance counselor that you are thinking about teaching elementary school. The counselor suggests that you become an elementary school principal. What would be a polite but nonstereotyped response?

Answer: There are several possibilities. You could politely tell the counselor that you're following your own interests and not sex-role stereotypes.

Value for correct answer: Two FFS cards.

"Pressure Point" Cards

"Pressure Point" Card

You are a male. You have a lot of school spirit and would like to try out for the cheerleading team, but you don't. You think that it won't "look right" for a boy to be a cheerleader.

Lose one FFS card.

"Pressure Point" Card

You are a female. You would like to try out for the baseball team but you don't because you think that it would not be a "feminine" thing to do.

Lose one FFS card.

"Pressure Point" Card

You are a male. Your teacher disciplines the boys much more harshly than the girls, but you don't say anything because you want to show the other guys that you can take it.

Lose one FFS card.

"Pressure Point" Card

You are a female. Your teacher seems to pay more attention to boys than to girls. But you don't say anything because you don't want to take the chance of jeopardizing your grades.

Lose one FFS card.

"Pressure Point" Card

You are a male. Although you would like to teach kindergarten, your parents tell you that a boy should go to law school.

You give up your teaching goals—and one FFS card too.

"Pressure Point" Card

You are a female. Although you would like to be a lawyer, your parents tell you that you would be better off as a kindergarten teacher.

You drop your legal ambitions—and one FFS card as well.

"Pressure Point" Card

You are a male. You've just heard some terrible news and feel like crying. But you hold it in because you don't want to be called a "crybaby."

Lose one FFS card.

"Pressure Point" Card

You are a female. A boy you like asks you about politics. You know the answer but act as though you don't. You're afraid that if you're too smart, he might not ask you out.

Lose two IQ points and one FFS card.

"Pressure Point" Card

You are a male. You would like to take a course in cooking, but don't because you're afraid the kids will laugh at you.

Lose one FFS card.

"Pressure Point" Card

You are a female. You want to take a carpentry course, but you don't because you're afraid the kids will laugh at you.

Lose one FFS card.

"Pressure Point" Card

You are a male. Your school has just lost the big game. You congratulate the other team—and really mean it.

Help yourself to one FFS card.

"Pressure Point" Card

You are a female. You are interested in women's liberation and decide to do something about it. You decide to join the National Organization for Women (NOW).

Take one FFS card.

"Pressure Point" Card

You are a female. You are interested in women's liberation and decide to do something about it. You decide to join the National Organization for Women (NOW).

Take one FFS card.

"Pressure Point" Card

You are a male. Your school has just lost the big game. You congratulate the other team—and really mean it.

Help yourself to one FFS card.

"Pressure Point" Card

You are a male. You are thinking about applying for a summer job as a receptionist but you don't because you think the job is for girls only.

Lose the job—and one FFS card as well.

"Pressure Point" Card

You are a female. You are thinking about applying for a summer job as a lifeguard but you don't because you think the job is for boys only.

Lose the job—and one FFS card as well.

"Pressure Point" Card

You are a male. You've just watched the "Lieutenant Fred Frisbee Police Hour." Frisbee just went through six brutal murders—and never blinked. Frisbee is acting tough. He's a real male-role stereotype.

And you lose one FFS card.

"Pressure Point" Card

You are a female. You've just watched the afternoon soap opera "As the Stomach Churns" and you've seen 12 dependent, sobbing women who are waiting for men to save them from their troubles.

Lose one FFS card.

"Pressure Point" Card

You are a male. Your parents tell you to stop crying and act like a man.

Lose one FFS card.

"Pressure Point" Card

You are a female. Your parents tell you to be neater and act more like a lady.

Lose one FFS card.

"Pressure Point" Card

You are a male. You want to take home economics, but in your school it is for "girls only."

You lose many important skills—and one FFS card.

"Pressure Point" Card

You are a female. You want to take shop, but in your school it is for "boys only."

You lose many important skills—and an FFS card.

"Pressure Point" Card

You are a male. In spite of all the suggestions from your friends, you decide to follow your own interests and become an artist instead of a businessman.

Take one FFS card.

"Pressure Point" Card

You are a female. In spite of all the suggestions from your friends, you decide to enter a premed program instead of a nursing program.

Take one FFS card.

"Pressure Point" Card

You have just convinced your teacher to enroll in a Title IX workshop. Title IX is the law prohibiting sex discrimination in education.

Take one FFS card.

"Pressure Point" Card

You've just convinced your teacher to use a new textbook that documents the contributions of both men and women in American history. It also has several sections on sex-role stereotyping.

Take one FFS card.

"Pressure Point" Card

You have talked your parents into ordering a subscription to *Ms. Magazine*.

Take one FFS card. (Share it with your family.)

"Pressure Point" Card

You just played this game with a friend to teach him/her about sex-role stereotyping.

Take one FFS card.

"Pressure Point" Card

You write a letter to the editor complaining about the newspaper's sexist articles and advertisements which stereotype men and women.

Take one FFS card.

"Pressure Point" Card

You meet with your school's Title IX coordinator and plan actions to make your school a nonsexist institution. (The Title IX coordinator is the person in your school system responsible for seeing that your school complies with the law and does not discriminate on the basis of sex.)

Take one FFS card.

"Pressure Point" Card

You help your librarian organize a nonsexist book shelf in the school library.

Take one FFS card.

"Pressure Point" Card

You and your friends form a male-female group to reduce sexism in your school.

Take one FFS card.

"Pressure Point" Card

Your school system has decided not to hire a female principal and a male kindergarten teacher because it "didn't seem right."

You lose one FFS card due to these stereotyped hiring policies.

"Pressure Point" Card

Magazine advertisements and TV commercials limit your options.

Lose one FFS card.

"Pressure Point" Card

Your school guidance counselor hands out career guidance information that is filled with sex-role stereotypes.

Hand in one FFS card.

"Pressure Point" Card

It's time for spelling and your teacher says, "Let's have a spelling bee. Boys against the girls." You're receiving some sexist instruction, so:

Hand in one FFS card.

"Pressure Point" Card

Your school has a bulletin board that lists sex-restricted job opportunities (a delivery *boy*; a *girl* Friday).

Lose one FFS card—and a lot of job opportunities, too.

"Pressure Point" Card

Your parents have always encouraged you to be whatever you want to be and to ignore sex-role stereotypes. You're lucky.

Take an FFS card.

"Pressure Point" Card

You just bought a nonsexist book for your friend's birthday.

Take one FFS card. (Share it with your friend.)

"Pressure Point" Card

Your parents have made sure that you, your brothers, and your sisters have always had nonsexist toys to play with.

Take one FFS card, and your parents deserve a vote of thanks.

"Pressure Point" Card

You write an article for your school newspaper entitled "Our Right to a Nonsexist Education."

Take one FFS card.

"Pressure Point" Card

You organize a successful protest against dress codes that have different regulations for boys and girls.

Collect one FFS card.

"Pressure Point" Card

At the dinner table, you share your ideas about the limitations of sex-role stereotyping with your family.

Take one FFS card.

"Pressure Point" Card

You are female. You enroll in a "Fundamentals of Mechanics" course because you want to be able to fix your own car.

Take one FFS card.

"Pressure Point" Card

You are male. In spite of pressure from your friends, you decide to take a course in child care so that you can be a better father.

You are entitled to one FFS card.

"Pressure Point" Card

You are female. You decide to try out for the school's all-male swimming team. You make it!

Congratulations! You earn an FFS card.

"Pressure Point" Card

You are male. You have just become the first boy on the school cheerleading squad. Congratulations!

Take one FFS card.

"Pressure Point" Card

You've just organized a "Career Day" with speakers involved in non-sex-role stereotyped jobs (a female doctor, a male first-grade teacher, etc.).

Take one FFS card.

Personal/Social (2)

Identify ways in which sex-role stereotypes are influenced and reinforced by social institutions.

Going to the Source

From David Sadker, *Being a Man*, prepared for the Woman's Program Staff, U.S. Office of Education, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 071-080-01777-6).

Time. Approximately one week.

Resources. Copies of "Going to the Source: Television Commercials," "Going to the Source: Television Programs," "Going to the Source: Magazines" (worksheet and summary sheet), and "Going to the Source: Personal Interviews" (samples included).

Objectives

To analyze different sources in our society that may promote and reinforce sex-role stereotyping.
To compare and contrast ways that these sources portray sex-role stereotypes.
To identify situations in which these sources have influenced personal decision making.

Learning Concepts

1. Society has several mechanisms for channeling males and females into sex-stereotyped behavior.

2. Children learn about society's expectations for traditional sex-role behavior from television, magazines, friends, and relatives.

3. Each of us is influenced by these sources of sex-role stereotyping.

Structuring the Learning Activity

1. Explain to students that sex-role stereotyping is taught in many ways and comes from many sources. Tell students that they will get a chance to go directly to some of these sources to see how these stereotypes are taught.

2. List "television," "magazines," and "personal interviews" on the board. Tell students to choose from these three areas the source of sex-role stereotyping they would like to analyze. Make certain that each area has both female and male students represented.

3. Have the students form three groups according to the stereotyping source they have selected.

4. Distribute the appropriate worksheets to each group. Give students some time to read the directions and plan their strategy for analyzing their sex-role stereotyping source. The planning groups should consider such factors as:

Television: Who will analyze which channels? Which nights and times will be viewed? Make certain that the Public Broadcasting Network is also analyzed. Which student or students will be responsible for summarizing the group's findings? Will each student record both commercials and programs?

Magazines: Who will analyze which magazines? Which student or students will be responsible for summarizing the group's findings?

Interviews: All age groups and both sexes should be interviewed. Which students will take responsibility for the different age groups and sexes? Which student or students will be responsible for summarizing the group's findings?

5. Inform students that in three days each group will report its findings. Tell the groups that they will have time to meet during the next few days, report on their progress, iron out any potential difficulties, and make plans for the summary presentation.

6. After each group has a chance to give a summary of its findings, conduct a class discussion.
    a. How are the male sex-role stereotypes in television, magazines, and personal interviews similar? How are they different?
    b. What words and phrases would you use to describe the male-role stereotype you found?
    c. Were there any exceptions to the stereotype?
    d. How are the female sex-role stereotypes in television, magazines, and personal interviews similar? How are they different?
    e. What words and phrases would you use to describe the female sex-role stereotype?
    f. Were there any exceptions to this stereotype? Where were they found?
    g. How accurately do these stereotypes reflect what you are like? How accurately do they portray males and females that you know?
    h. Which do you think is the most powerful in channeling people to conform to sex-role stereotypes: (1) television, (2) magazines, (3) people you interact with on a daily basis? Why?
    i. Think back to a time when one of these three sources encouraged you to make a sex-role stereotyped decision. Share the situation as honestly and as accurately as you can.
    j. Think back to a time when one of these sources encouraged you to make a nonstereotyped decision. Share the situation as honestly and as accurately as you can.
    k. What can you do to change sex-role stereotyping in these three sources?
    l. What other sources can you identify that promote sex-role stereotyping?

(To the teacher: If you wish, questions *i* and *j* may be answered in the students' support groups.)

Going to the Source: Television Commercials

Directions

Your television viewing for the next day will be not only relaxing, but also part of your homework. Watch as many television commercials as possible and fill out a chart like the one below for each commercial you analyze. If possible, try to analyze some commercials that sponsor shows for young children.

Commercial for ______________________________

Program ______________________________

Main Characters	Males	Females
Physical appearance		
Personality characteristics		
Activities in which the character is involved		
If there is a problem, what is it? Who has the problem?		
Who resolves the problem? How?		

Key Questions

How does this commercial promote or inhibit sex-role stereotyping for men? For women?

Suggested Activity for Reporting: Recorded Medley

If you have a tape recorder or video cassette recorder available, you might record some of the TV commercials that you think are most powerful in reinforcing or inhibiting sex-role stereotypes. Your group may wish to play some of these when it summarizes its findings for the class. A good idea might be to prepare a recorded medley of stereotyped and nonstereotyped television commercials.

Going to the Source: Television Programs

Directions

View as many television shows as possible and complete the following chart for each one. Be sure to analyze some shows viewed by young children.

Program ____

	Important male characters	Important female characters
Names of leading characters		
Personality characteristics		
Most frequent activities		
If there is a problem, what is it? Who has the problem?		
Who resolves the problem? How?		

Key Questions

How does this program promote or inhibit sex-role stereotyping for men?
For women?

Suggested Activity for Reporting: Role-Plays

If you wish, you may want to role-play for the class one or two scenes from these shows that you and your group feel are most powerful in reinforcing or inhibiting sex-role stereotypes. Be sure to explain to the class why you selected these scenes and what you feel they demonstrate.

Going to the Source: Magazines (Worksheet)

Directions

For each advertisement in the magazine, answer the following questions:

Advertisements you think are directed to men:

	Male	Female
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g., if you . . .		

Advertisements you think are directed to women:

	Male	Female
Number of characters in advertisement		
Activities of characters		
Dress and physical appearance of characters		
Products advertised		
Advertisement's message, e.g., if you . . .		

Going to the Source: Magazines (Summary Sheet)

Name of magazine

Intended audience

Total number of advertisements:

Number directed to men:
Number directed to women:

List the activities illustrated in the advertisements.

Advertisements Directed to Men	**Advertisements Directed to Women**

Count the number of characters and the types of dress (e.g., casual, businesslike, formal, sportswear).

Advertisements Directed to Men	**Advertisements Directed to Women**

List the products advertised.

Advertisements Directed to Men	**Advertisements Directed to Women**

List the advertising messages.

Advertisements Directed to Men	**Advertisements Directed to Women**

Key Questions

What are the major "messages" for males? For females? How do advertisements promote or free people from male sex-role stereotyping? From female sex-role stereotyping?

Suggested Activity for Reporting: Collages

Select magazines that you can cut up. Cut out pictures, advertisements, and story headlines that most clearly and powerfully demonstrate male and female sex-role stereotyping. Arrange these cutouts so that they combine to form two images—one of the male sex-role stereotype and another of the female sex-role stereotype. After your arrangements have been made, paste them onto a piece of heavy cardboard. Share these collages with the class and explain why you selected the various pictures and headlines. If you wish, you can also make a collage of non-sex-stereotyped material that you found in your magazine search.

Going to the Source: Personal Interviews

Directions

Choose several different people to interview. Try to interview both males and females and people you don't know well in addition to friends and relatives. Explain that the interview will be anonymous and that it is for a class project. Then complete the following interview form. Read each question exactly; do not rephrase any. Ask each person to answer the question as well as he or she can.

1. Sex: ____________
2. Age range:
   - ☐ 10 and under
   - ☐ 11 – 18
   - ☐ 19 – 30
   - ☐ 31 – 50
   - ☐ Over 50
3. What is a "real man?"
4. What is a "real woman?"
5. What are some good jobs for women in our society?
6. What are some good jobs for men in our society?
7. In marriage, should the man or the woman have the leadership role?
8. Would you vote for a qualified woman to be president of the United States?
9. Do you think that it's all right for women to cry in public?

   For men to cry in public?

After the interview is completed, analyze the responses and answer the following questions:

1. What are the key types of sex-stereotyped thinking that emerged in this interview?

2. What are the key types of non-sex-stereotyped thinking that emerged in this interview?

Suggested Activity for Reporting: Tape-Recorded Interview

If possible, tape-record some of your interviews. Then play selected interviews or parts of interviews to the class. Explain why you chose these selections and how they reflect stereotyped or nonstereotyped thinking.

Be sure to ask permission of the person you are interviewing before you do any tape recording. Also, tell that person that the recorded interview may be played before your class at school.

Identify ways in which sex-role stereotypes are influenced and reinforced by social institutions.

Learning About Sexism

From *Strategies, Techniques, and Effective Resources for Equalizing Opportunities (S.T.E.R.E.O.)*, Division of Career and Vocational Education, Arizona Department of Education, 1535 W. Jefferson St., Phoenix, AZ 85007, 1978; based on work by Ronnie Tallen and Claire Allen.

Time. Up to one week.

Resources. Varies according to project chosen.

Objective

To make students aware of various kinds of sexist situations by listening to the oral reports of classmates.

Procedure. Have students select and work on projects. When projects are finished, students should present them to the class as oral reports.

No more than two people may choose any one topic. The purpose of this assignment is to discover elements in our culture that have contributed to the stereotyped roles of men and women.

Student Choices

1. Find games or toys that teach children roles. Bring them to class and explain what they are teaching.
2. Find examples of ads that teach men and women what roles to follow.
3. Find several examples of sex discrimination against men and women in newspapers, on television, and in jobs. Explain them to the class.
4. Select several children's storybooks. Analyze these stories for sexual roles or examples of sex stereotyping.
5. Do the above with a book you have read.
6. Prepare a list of famous women for the class and tell about their accomplishments.
7. Collect cartoons on women's liberation and describe the stereotypes that are being presented. Explain what a stereotype is.

8. Look into the legal side of the feminist cause. What rights are women not given now? How does the present system hurt men? Or discuss the Equal Rights Amendment.
9. Give an artistic or written presentation on women's history.
10. Prepare a bulletin board that makes a statement on the women's liberation movement.
11. Analyze records by the roles they are teaching and reinforcing.
12. Create a society where people are equal—not in ability, but in the chances they are given. There would be no roles set up with respect to sex, color, or religion. Explain how it would work (in writing and drawings).
13. Make a collage of what society considers to be the "ideal" woman or man.
14. Rewrite a child's story without discrimination by role.
15. Find examples of job discrimination from interviewing people or from written materials.
16. With another person, hold a debate that relates to this unit.
17. Research and report on school sports for boys and girls. Are they equal? Is this discrimination?

Personal/Social (2)

Identify ways in which sex-role stereotypes are influenced and reinforced by social institutions.

Women in TV Commercials

From ***Strategies, Techniques, and Effective Resources for Equalizing Opportunities (S.T.E.R.E.O.)***, Division of Career and Vocational Education, Arizona Department of Education, 1535 W. Jefferson St., Phoenix, AZ 85007, 1978; based on work by Ronnie Tallen and Claire Allen.

Time. 45 minutes.

Resources. Videotapes of commercials.

Objectives

To make students aware of TV commercial stereotypes.
To make students aware of the image of women on TV.

Procedure. Watch the videotapes of TV commercials, and answer the questions after seeing the commercials. Especially discuss the sexist things observed while watching the commercials.

Discussion Questions. Today we are taking a look at advertising and the possible things it is teaching us about men and women. This doesn't mean that the images presented are bad or wrong—but when these are the only ideas presented and they influence us so much, they are shaping us and telling us what women and men should be. The point is that men and women should be presented in a variety of situations with different skills. This is *not* to suggest, however, that women doing traditional things are inferior or wrong; but that women also should be shown (and men, too) doing things and wanting lives that are nontraditional as well. Based on these commercials:

1. What are the general images that women are being told to want?
2. What skills are women supposed to have in the situations presented?
3. What are women doing or worried about?
4. What are men shown doing?
5. What difference might you expect between daytime and nighttime advertising?

Personal/Social (2)

Identify ways in which sex-role stereotypes are influenced and reinforced by social institutions.

Women in TV Shows

From *Strategies, Techniques, and Effective Resources for Equalizing Opportunities (S.T.E.R.E.O.)*, Division of Career and Vocational Education, Arizona Department of Education, 1535 W. Jefferson St., Phoenix, AZ 85007, 1978; based on work by Ronnie Tallen and Claire Allen.

Time. 45 minutes.

Resources. Videotapes of situation TV shows.

Objective

To aid students in recognizing how often situation TV shows stereotype women.

Procedure. Watch a videotape of a situation comedy where women and men are obviously stereotyped (e.g., "Family Ties"). (Optional) Then watch a videotape of a situation comedy where women and men are not always stereotyped (e.g., "Cosby Show," "Kate and Allie").

In small groups, discuss the shows. If you use two shows, discuss the differences.

Discussion Questions

1. Who are the women in the program? What jobs do the women have?
2. What jobs do the men on the program have? Is there a difference between the jobs held by men and women?
3. How is the main female character portrayed? Is she the usual stereotype of a woman or is she an individual? What are some of her personality traits? How does she react in situations? Is she able to make decisions? Is she self-reliant, responsible, assertive?
4. Think of other situation comedy programs on TV. How are the women on these programs portrayed? What image do they project?
5. If you were a foreigner visiting this country and saw only this program, what would you think American women are like? Would you want the person from a foreign country to view the American woman in this way?
6. Pretend that you are the producer of this program and have the power to change the show any way that you want. Would you make any changes? If yes, what changes would you make? If no, why do you like the program as it is?

Personal/Social (3)

Identify the impact of sex-role stereotyping on self-concept and personal development.

Examining Stereotypes: Personal Decisions

From David Sadker, *Being a Man*, prepared for the Woman's Program Staff, U.S. Office of Education, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 071-080-01777-6).

Time. One to two class periods.

Resources. Copies of "Examining Stereotypes: Personal Decisions–Worksheet" (sample enclosed).

Objectives

To identify instances of sex-role stereotyping in one's own life with friends, at school, and at home.
To identify alternatives for reducing sex-role stereotyping in one's own life.
To clarify one's values regarding sex roles and to make decisions regarding the alternatives identified.

Learning Concepts

Each of us experiences sex-role stereotyping in various aspects of our lives.
Each of us has a range of alternatives possible for reducing sex-role stereotyping.
Each of us has the right to choose from a wide range of both traditional and nontraditional options for males and females.

Structuring the Learning Activity

1. Distribute the "Examining Stereotypes: Personal Decisions—Worksheet" to every student.

2. Explain to students that every person has the right to make his or her own decisions about roles and about sex-role stereotyping. Strongly emphasize that what they choose is not as important as understanding that they have choices. The worksheet can be used by all students in thinking about their own choices.

3. Ask students to fill out the worksheets. Remind them that they can think about examples and actions that they have identified and discussed earlier in the unit.

4. Ask volunteers to share their answers with the class. Remind them that every student has the right to decide to make changes or not to make changes.

5. Ask students to discuss whether there are any changes they would like to make as a class or in the class to reduce sex-role stereotyping. If they decide to take actions but need some help with ideas, some of the following suggestions might get them started:
   a. Read a book about sexism.
   b. Write a letter to a TV station protesting sex-role stereotyping in a program or commercial.

c. Write a letter to the editor protesting sex-role stereotyping in an advertisement or elsewhere in a magazine or newspaper.
d. Make a bulletin board of nonsexist photographs or articles.
e. Construct a slide or tape show or other presentation about sex-role stereotyping in popular music.
f. Study a textbook for sex-role stereotyping and write a report of the findings.
g. Make a class contract which states that males and females will share all classroom duties equally (e.g., watering plants, carrying books, running audiovisual equipment, etc.).

These are only examples; students will be able to generate many other ideas, some of which may be quite different from those listed here.

Examining Stereotypes: Personal Decisions—Worksheet

I can identify the following examples of sex-role stereotyping:	I would/would not like to change these because:	Actions I would take to make any changes I have chosen:	Actions I plan to take: (Place an asterisk in this column next to any planned action from column three.)
With my friends:			
At school:			
At home:			

Personal/Social (3)

Identify the impact of sex-role stereotyping on self-concept and personal development.

The Male Role Stereotype

From David Sadker, *Being a Man*, prepared for the Woman's Program Staff, U.S. Office of Education, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 071-080-01777-6).

Time. One to two class periods.

Resources. Copies of "The Male Role Stereotype" and "Sentence Completions" (samples included).

Objectives

To identify the characteristics of the male role stereotype.
To identify some of the problems and sacrifices that result from conforming to the male role stereotype.

Learning Concepts

The male role stereotype includes the following elements: suppressing emotions, developing an intense commitment to competition and winning, projecting a tough image, and working in an occupation considered appropriate for men. As boys and men try to fulfill these sex-role expectations, they encounter problems:

— Some males are not comfortable with the characteristics that society says they should have.
— Some men emphasize these characteristics to such an extent that they become destructive.

Males who do conform to this sex-role stereotype encounter a number of problems that inhibit their personal relationships, sense of fulfillment, and physical health.

Structuring the Learning Activity

1. Distribute and ask students to read "The Male Role Stereotype."

2. After the students complete the reading, conduct a class discussion.
   a. What are the characteristics of the male sex-role stereotype? Can you think of examples of men on television shows who demonstrate the characteristics of the male sex-role stereotype? Who and how?
   b. What are the costs of the male sex-role stereotype? Can you think of boys or men whom you know personally who are paying the cost of conforming to this stereotype? Give examples.

3. Distribute "Sentence Completions" and ask students to complete the sentences according to their own personal views.

4. After the sentences are completed, conduct a class discussion comparing student answers. Ask students to explain the reasons behind their answers. Ask the students to try to differentiate

between those answers that reflect the male stereotype and those that recognize individual differences.

Alternate Activity

The sequence of activities could be altered in the following manner:

1. Hand out copies of "Sentence Completions" and ask the students to complete the sentences according to their personal beliefs.
2. Distribute and ask students to read "The Male Role Stereotype."
3. Conduct discussion as outlined in "Structuring the Learning Activity."
4. Ask students to look at their answers on the "Sentence Completion" exercise. Ask them to label their responses "stereotype" and "nonstereotype." Conduct a discussion comparing student responses. Allow time at the end of class for students who want to modify or change their original responses.

The Male Role Stereotype

When you first consider that many men now feel that they are victims of sex-role stereotyping, your natural response might be: "Are you kidding? Why should men feel discriminated against? Men have the best jobs; they are the corporation presidents and the political leaders. Everyone says, 'It's a man's world.' What do men have to be concerned about? What are their problems?"

It is obvious that men hold most of the influential and important positions in society, and it does seem that many men "have it made." The problem is that men pay a high cost for the ways that they have been stereotyped and for the roles that they play.

To understand why many men and women are concerned, we need to take a look at the male role stereotype.

Code of Conduct: The Male Role Stereotype

1. Act "Tough"
   Acting tough is a key element of the male role stereotype. Many boys and men feel that they have to show that they are strong and tough, that they can "take it" and "dish it out" as well. You've probably run into some boys and men who like to push people around, use their strength, and act tough. In a conflict, these males would never consider giving in, even when surrender or compromise would be the smartest or most compassionate course of action.

2. Hide Emotions
   This aspect of the male role stereotype teaches males to suppress their emotions and to hide feelings of fear or sorrow or tenderness. Even as small children, they are warned not to be "cry babies." As grown men, they show that they have learned this lesson well, and they become very efficient at holding back tears and keeping a "stiff upper lip."

3. Earn "Big Bucks"
   Men are trained to be the primary and often only source of income for the family. So men try to choose occupations that pay well, and then they stick with those jobs, even when they might prefer to try something else. Boys and men are taught that earning a good living is important, so important that a man who doesn't earn "big money" is considered inadequate in meeting society's expectations of what a "real man" should do. In fact, men are often evaluated not on how kind or compassionate or thoughtful they are, but rather on how much money they make.

4. Get the "Right" Kind of Job
   If a boy decides to become a pilot, he will receive society's stamp of approval, for that is the right kind of a job for a man. But if a boy decides to become a flight attendant, many people would think that quite strange. Boys can decide to be doctors, mechanics, or business executives, but if a boy wants to become a nurse, secretary, librarian, ballet dancer, or kindergarten teacher, he will have a tough time. His friends and relatives will probably try to talk him out of his decision, because these jobs are just not part of the male role stereotype.

5. Compete — Intensely
Another aspect of the male role stereotype is to be super competitive. This competitive drive is seen not only on athletic fields, but in school and later at work. This commitment to competition leads to still another part of the male stereotype: getting ahead of other people to become a winner.

6. Win—At Almost Any Cost
From the Little League baseball field to getting jobs that pay the most money, boys and men are taught to win at whatever they may try to do. They must work and strive and compete so that they can get ahead of other people, no matter how many personal, and even moral, sacrifices are made along the way to the winner's circle.

Those are some of the major features of male stereotype. And certainly, some of them may not appear to be harmful. Yet when we look more closely, we find that many males who do "buy" the message of the male role stereotype end up paying a very high price for their conformity.

The Cost of the Code: What Men Give Up

1. Men who become highly involved in competition and winning can lose their perspective and good judgment. Competition by itself is not necessarily bad, and we've all enjoyed some competitive activities. But when a man tries to fulfill the male stereotype, and compete and win at any cost, he runs into problems. You've probably seen sore losers (and even sore winners) — sure signs of overcommitment to competition. Real competitors have trouble in making friends, because they're always trying to go "one-up" on their friends. And when cooperation is needed, true-blue competitors have a difficult time cooperating.

   The next time you see hockey players hitting each other with their hockey sticks or politicians or businessmen willing to do almost anything for a Senate seat or a big deal, you know that you are seeing some of the problems of the male sex-role stereotype: an *over*commitment to competition and the need to win at any cost.

2. Hiding emotions can hurt. For one thing, hiding emotions confuses people as to what someone's real feelings are. Men who hide their emotions can be misundersood by others who might see them as uncaring and insensitive. And men who are always suppressing their feelings may put themselves under heavy psychological stress. This pressure can be physically unhealthy as well.

3. The heavy emphasis that the male stereotype puts on earning big money also creates problems. Some men choose careers they really do not like just because the job pays well. Others choose a job which they like at first, but later find out that they would rather do something else. But they stay with their jobs anyway, because they can't afford to earn less money.

   And, in trying to earn as much as possible, many men work long hours and weekends. Some even take second jobs. When men do this, they begin to lead one-track lives—the track that leads to the office or business door. They drop outside interests and hobbies. They have less and less time to spend with their families. That's one reason why some fathers never really get to know their children, even though they may love them very much.

4. Many men who are absorbed by competition, winning, and earning big bucks pay a terrible price in terms of their physical health. With the continual pressure to compete, be tough, earn money, with little time left for recreation and other interests, men find themselves much more likely than women to fall victim to serious disease. In fact, on the average, men die eight years sooner than women. Loss of life is a high cost to pay for following the code of the male role stereotype.

5. Those boys and men who do not follow the male code of conduct may also find their lives more difficult because of this stereotype. For example, some boys choose to become nurses rather than doctors, kindergarten teachers rather than lawyers, artists rather than electricians. Social pressure can make it terribly difficult for males who enter these nonstereotyped careers. Other boys and men feel very uncomfortable with the continual pressure to compete and win.

   And some boys do not want to hide their feelings in order to project an image of being strong and tough. These males may be gentle, compassionate, sensitive human beings who are puzzled with and troubled by the male role stereotype. When society stereotypes any group—by race, religion, or sex—it becomes difficult for individuals to break out of the stereotype and be themselves.

Sentence Completions

1. A boy who is not good at sports

2. When I see a man teaching in elementary school, I

3. Young boys should/should not be allowed to play with dolls because

4. The hardest thing about being a boy is

5. The best thing about being a boy is

6. The last time I remember seeing a man cry was

7. A good job for a man is

8. Boys should/should not help around the house with cooking and cleaning because

9. In general, men do/do not lead happier lives than women because

10. A sissy is

11. A tomboy is

12. It is/is not worse for a boy to be a "sissy" than for a girl to be a "tomboy" because

Personal/Social (3)

Identify the impact of sex-role stereotyping on self-concept and personal development.

Pressure Point: Winning

From David Sadker, *Being a Man*, prepared for the Woman's Program Staff, U.S. Office of Education, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 071-080-01777-6).

Time. One to two class periods.

Resources. Copies of "Championship Game" (sample included).

Objectives

To analyze ways in which there is heavy pressure on males to compete and win.
To evaluate the positive and negative aspects of this pressure to compete and win.

Learning Concepts

Being a winner is a key element of the male sex-role stereotype.
There are negative as well as positive aspects to competition when there is a heavy stress on winning.

Structuring the Learning Activity

1. Remind students that "beating the other guy" and being a winner is a key element of the male sex-role stereotype. Suggest that males are pressured to be winners in athletic competitions.

2. Distribute and read "Championship Game." Tell the students to write an ending for the story.

3. Ask several students who completed their stories so that John won the game for the team to read their endings to the class. Ask several students who finished their stories so that John and his team lost the game to read their endings to the class. Ask any students who finished their stories so that there were no winners or losers to read their endings to the class.

4. After several endings have been shared, conduct a class discussion.
   a. How will Jimmy feel if he wins the game for Cony High? How will he be treated by his classmates? How will members of the Monroe team feel?
   b. How will Jimmy feel if he loses the game for Cony High? How will he be treated by his classmates? How will members of the Monroe team feel?
   c. Have you ever participated in an athletic event when the outcome of the game depended on you? Did you win or lose for your team? How did you feel about it?
   d. Is being a winner in sports as important for girls as it is for boys? Why or why not?
   e. In what other areas besides sports is there pressure on boys to be winners?
   f. In what areas is there pressure on girls to be winners?
   g. Have you ever felt the pressure to win and compete in areas other than sports? When? Who put the pressure on you?

5. Ask students to think about the class discussion on "Championship Game" and about competing and winning in general. Write these two personal opinion statements on the board and ask students to complete them in writing:

   I think the *best* things about competition are
   I think the *worst* things about competition are

   Ask several students to read their personal opinion statements to the class. On the board, compile two lists, one including the positive aspects of competition, the other including the negative aspects. Depending on the student response, you may want to introduce or emphasize the following positive and negative points about competition in class discussion.

   Positive Aspects. Competition can encourage people to achieve to their fullest potential. It helps to identify individuals who are particularly talented and competent. Competition offers a way of rewarding people who do a particularly good job. It can also lend an element of excitement and adventure to athletics and other activities.

   Negative Aspects. When someone is driven to compete intensely and to be a winner at all costs, important parts of that person's character and lifestyle may be sacrificed. This kind of competitive pressure can make people anxious and unhappy. If someone is consistently a loser rather than a winner, this person can develop bad feelings about him/herself, and may even give up trying to achieve at all. There are times when competition can get in the way of cooperation, and instead of encouraging achievement, it can hamper it.

6. Following are samples of questions for class discussion:
   a. Do you want to be a person who competes intensely? Do you want to be the best at whatever you try to do? What are the good points about being this kind of competitor? What are the costs of being this kind of competitor?
   b. Is there a way of keeping the good things about competition and getting rid of the bad aspects of competition?
   c. The well-known football coach, Vince Lombardi, said: "Winning is not the most important thing. It's the only thing." Do you agree with this statement? What would be the positive aspects of that attitude toward winning? What would be the negative aspects of that attitude toward winning? In our society, does this kind of pressure to win apply more to males than to females? Why or why not?
   d. For the most part, would you rather participate in activities in which winning is important or in activities in which winning is not important? Why?

6. Additional follow-up activities might include:

   a. Ask the students to make a list of all the games they can think of in which winning is important. Tell them to make another list that includes all the games they can think of in which winning is not important. Conduct a discussion about which list is longer and why.
   b. In all likelihood, the list in which winning is important will be longer because most of our games are structured so that there will be winners and losers. Tell the students to work individually or get together in small groups to see if they can develop an interesting game in which there are no winners and no losers. Have students play some of the games in which nobody loses and discuss whether or not they were interesting and enjoyable.

Championship Game

Instructions: Read this story and then write an ending for it.

It is the championship basketball game between Cony High and Monroe High, two teams that have been traditional rivals for many years. The score is 88 to 87 in favor of Monroe when the ball is passed to Jimmy Jones, Cony's star player. Jimmy knows that, with only a few seconds left to play, the game's outcome rests with him. In one corner of his mind, he hears the Cony cheerleaders shouting encouragement, and the noise from the bleachers seems to be deafening. Then the noise and the cheering fade into the background. Jimmy takes aim and lets the ball go. The overflow crowd is suddenly quiet as the ball hovers on the basket and then

Personal/Social (4)

Understand the ways in which sex-role stereotyping and sex bias affect interpersonal relationships.

Pressure Point: Acting Tough

From David Sadker, *Being a Man*, prepared for the Woman's Program Staff, U.S. Office of Education, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 071-080-01777-6).

Time. One to two class periods.

Resources. Copies of "Tough Guys" story and questions (samples included), newspapers or news magazines.

Objectives

To identify different ways in which men act tough.
To analyze personal behavior patterns for elements of this acting-tough syndrome.
To identify elements of the acting-tough syndrome in various societal institutions.
To identify some of the consequences of acting tough.

Learning Concepts

In each individual, there may be elements of the acting-tough syndrome.
The acting-tough syndrome affects the direction of many societal institutions.
Acting tough may have adverse consequences on one's personal well-being and the well-being of others.

Structuring the Learning Activity

1. Remind students that acting tough is a key element of the male role stereotype. It involves making a big show of one's strength, toughness, and ability to dominate others. It also involves "taking it," refusing to give in even when capitulation would be the most rational and humane course of action.

2. Distribute "Tough Guys." Tell students to read the brief story and then write their answers to the questions following the story.

3. Conduct a class discussion. Ask students to share their answers to questions 1 to 5. Depending on the thoughtfulness of student responses, you might want to bring out the following points when discussing Question 2: Key elements of "acting tough" in this story are
   a. Laying claim to one's own territory or turf.
   b. Throwing weight around. Trying to boss and dominate others.
   c. Projecting a *machismo* image; acting strong and tough.
   d. Using violent means to solve a problem.
   e. Making no attempt to resolve conflict peacefully.

f. Being able to "take it." Refusing to give in even when capitulation is the most rational and humane course of action.

g. Trying to "dish out" worse than you get. Seeking revenge.

4. Have students break up into support groups and share their responses to Question 6 in these small groups. Remind the class that a support group is a place where students get a chance to share their experiences and express their reactions. It is important for support group members to listen attentively to each other and respect one another's contributions. Also, remind students that they always have the option to pass if they so wish.

5. After students have had a chance to share their experiences in their support groups, tell them to think about how female responses may have differed from male responses. Also, tell them to think about how they might want to change any elements of acting tough in their own personal behavior patterns.

6. Distribute a newspaper or news magazine to each support group. Tell students that many people who have important roles in society frequently demonstrate elements of acting tough. Ask students to skim the paper or magazine and to identify two examples of local, state, national, or world leaders acting tough. Students should clip or copy these examples.

7. Ask each group to share their examples with the class. They should discuss the following questions:
   a. In what way do these examples demonstrate elements of acting tough?
   b. How might events have turned out differently if people had not been so concerned about acting tough?
   c. In what other areas of society do people demonstrate "acting tough?" If possible, give specific examples.

8. Ask students to collect pictures of and quotes from people in politics, business, sports, the military, the media, and other areas that demonstrate elements of the acting-tough syndrome. Post these on a "Tough Guys" bulletin board.

Tough Guys

Harry Conn and a group of his friends were heading to the empty lot behind the Eastern Avenue Apartments for an after-school baseball game. They were used to practicing on the field every day, so they were surprised to see that it was already occupied. Jimmy Nagel and a group of boys from a neighboring high school were already in the middle of a game.

"Hey, what are you doing on this field?" Harry shouted. "This is our turf—so buzz off."

"You got a deed of ownership?" Jimmy and his friends laughed. "Anyway," Jimmy continued, "possession is nine-tenths of the law. We're here—and we're staying."

"You creeps!" Harry was getting really angry now. "You better clear out now if you know what's good for you. This is our final warning."

Jimmy, not moving from the pitcher's mound where he was stationed, called back, "Sounds to me like all bark and no bite. You want us to get off, huh? Well then, make us!"

Harry and his friends could not let that kind of challenge go by. They moved onto the baseball field, and Harry headed straight for Jimmy. Harry was a good deal taller than Jimmy, and he figured his opponent would be a pushover. Consequently he was amazed to find himself, only a few minutes later, flat on his back, Jimmy on top of him, pinning his arms to the ground.

"OK, punk," Jimmy taunted. "I guess this proves who has the right to this field. Now be a good boy and say 'uncle,' and I might let you up."

More than anything, Harry wanted to get free of Jimmy's hold, and get him back. "Make me," he muttered.

"You asked for it." Jimmy gave a quick sharp turn to Harry's wrist. "Say 'uncle.' "

Harry shut his eyes, and said nothing. He gritted his teeth and pretended as hard as he could that he was somewhere else.

"C'mon, say 'uncle.' " Another sharp turn to the wrist.

Harry felt like he was entering a deep well of pain. "Make me."

Jimmy was getting restless. He was also getting a little worried about doing any serious damage to the boy pinned beneath him. "OK, punk. I'm gonna let you go this time. But watch out when you see Jimmy Nagel coming because next time you may not be so lucky."

Harry, his clothes torn and his eye swollen closed, wanted nothing more than to slip into the house unnoticed that evening. As luck would have it, he almost walked smack into his father coming home late from work.

"Whew . . .," his father gave a long, slow whistle. "Must've been some brawl. Boy, I'd sure like to see the other guy. Just as long as you gave better than you got, son. That's all that matters."

Questions

1. How do you think Harry responded to his father? Write down his answer.

2. There are many elements of "acting tough" in this scene. List as many of these elements as you can.

3. How might this conflict have been avoided? Rewrite the dialogue from a point where the fight could have been stopped.

4. Were there positive payoffs for acting tough? If so, what were they?

5. Do girls ever act tough? If so, in what kinds of situations?

6. Think back to the last time you were a "tough guy" or a "tough girl." Then complete the following sentences as honestly and as accurately as you can.

   The last time I acted tough was when

   If I could live that situation over again, I would/would not act differently because

Personal/Social (4)

Understand the ways in which sex-role stereotyping and sex bias affect interpersonal relationships.

Pressure Point: It's Not All Right to Cry

From David Sadker, *Being a Man*, prepared for the Woman's Program Staff, U.S. Office of Education, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 071-080-01777-6).

Time. One to two class periods.

Resources. Copies of "Role Play Situations," "Observation Sheet," and "Pattern Detector" (samples included).

Objectives

To identify different ways in which men suppress emotions.
To compare and contrast how males and females show or avoid showing emotions.
To be aware of the consequences of suppressing emotions.
To analyze personal patterns for expressing or suppressing emotions.

Learning Concepts

Sex-role stereotyping encourages males to hide feelings associated with fear, sorrow, and tenderness, and encourages females to express such emotions.
Consistently suppressing one's emotions may have adverse effects on psychological health and interpersonal relations.
Individuals may have stereotyped behavior patterns for expressing or hiding emotions.

Structuring the Learning Activity

1. Distribute "Role-Play Situations." Ask for six volunteers, three boys and three girls, to take part in the three role-plays described. Do not provide any background information concerning the purpose of the role-play situations. Read each role-play situation and instruct the students to improvise how they would behave in that particular situation. Distribute "Observation Sheet." Students should perform the role-plays consecutively without any class discussion between them. After each role-play, however, tell the students to answer the appropriate questions on the observation sheet.

2. After the three role-plays are completed and the observation sheets have been filled out, tell the students that the role-plays situations were set up to bring out potential differences in the ways males and females have been taught to show or hide their feelings. Remind students that hiding emotions, particularly those emotions concerned with fear, sorrow, compassion, and tenderness, is a key element in the male role stereotype.

3. Conduct a class discussion.
    a. Did the male and female in the role-play "Bat" react differently to their unwelcome guest? Did their reactions conform to stereotyped patterns of behavior? Did the male volunteer avoid expressing fear or worry?
    b. Did the female and male in the role-play "Baby" respond differently to the wide-awake infant? Did their reactions conform to stereotyped patterns of behavior? Did the male volunteer avoid treating the baby tenderly? Did he avoid playing with and caring for the child?
    c. Did the female and male volunteer in the role-play "Love Story" respond differently to the sad movie? Did their reactions conform to stereotyped patterns of behavior? Did the male volunteer avoid crying? Did he express his feelings in other ways?
    d. What are some words or phrases that encourage you to hide your feelings? (Examples might be: "Keep cool," "Keep a stiff upper lip," "Act your age—don't cry," "Only sissies cry.") Are these expressions used more often with boys than with girls?
    e. What are some of the positive consequences of hiding your feelings? (Some points to bring out include: Other people will think you're in charge of the situation if you hide your feelings. People may learn to rely on you and look to you for leadership.)
    f. What are some of the negative consequences of hiding your feelings? (Some points to bring out include: When you hide your real feelings, you are not communicating openly and honestly with others. Suppressing your feelings can be a severe psychological burden. When you consistently hide your emotions, you may lose touch with how you really feel about things. Others may regard you as cold and lacking compassion.)

4. Distribute "Pattern Detector." Ask students to fill out the pattern detector as accurately and honestly as they can.

5. Divide the class into support groups of no more than five students to a group. Tell students that a support group is a place where students can express their reactions and where other members of the group show their respect for each individual by listening carefully and attentively. If a student does not want to share any of the responses, he or she always has the option to pass. After students have shared reactions in their support groups, tell students to think about their responses and to consider whether they have a pattern of hiding or expressing their feelings and whether this is a pattern they would like to keep or to change.

Role-Play Situations

Bat

It is the beginning of summer, and Miguel and Sharlene take a trip to their family's summer camp. It has been unused all winter, and they begin to get it ready for the summer season. They go upstairs to the attic to air it out when something flies past them. The "something" is a large bat.

Baby

Kim and Paul are at home watching television when a neighbor knocks at the door holding a six-month-old sleeping infant. The neighbor tells them that she has run out of milk for the baby and must drive to a nearby shopping center to buy the milk and other groceries. She asks Kim and Paul if they will watch the baby for a few minutes until she returns. The neighbor assures them that the baby should sleep for at least another hour, but as soon as the neighbor leaves the baby wakes up.

Love Story

Maria and Raymond buy tickets for the movie "Love Story." The picture starts out promisingly enough as two college students, played by Ali McGraw and Ryan O'Neal , fall in love, get married, and begin to build their life together. However, the couple learns that Ali McGraw is suffering from an incurable illness and does not have long to live. The movie is a classic tear-jerker.

Observation Sheet

Role-Play: "Bat"

How did Miguel act when he discovered the bat?

How do you think he felt?

How did Sharlene behave when she discovered the bat?

How do you think she felt?

Role-Play: "Baby"

How did Kim behave when the baby woke up?

How do you think she felt?

How did Paul behave when the baby woke up?

How do you think he felt?

Role-Play: "Love Story"

How did Maria behave as she watched the movie "Love Story?"

How do you think she felt?

How did Raymond behave as he watched the movie "Love Story?"

How do you think he felt?

Pattern Detector

Here are some questions that ask you to recall how you felt and how you behaved in various situations. Think back and try to remember each situation as vividly and as clearly as possible. Think about how you felt in the situation and how you acted. When you describe your feelings and actions, try to be as specific as you can.

Situation	I felt	I acted
The last time I was worried was when . . .		
The last time I was scared was when . . .		
The last time I was really proud of something I did was when . . .		
The last time I felt very sad was when . . .		
The last time someone came to me with his/her troubles was when . . .		
The last time I spent time with a small child was when . . .		
The last time I was worried about my ability to accomplish a job or assignment was when . . .		
The last time I talked about my feelings with someone was when . . .		

Career/Vocational (1)

Explore the range of career options, including nontraditional jobs.

Candid Camera Comics

From *Connections: Women and Work and Skills for Good Jobs*, Boston YWCA, 140 Claredon St., Boston, MA 02116, 1981.

Time. At least 25 minutes.

Resources. "Attitude Chart" and three comic pages for each student (samples enclosed).

Objective

To help students become aware of their own attitudes about work for women and judge whether or not their attitudes are stereotyped.

What Students Will Do. Students will complete comic-strip conversations. The situations depict women in (or eager to train for) occupations considered nontraditional for women. Students will then rate the degree to which their responses are stereotyped.

Leader Preparation. Read the activity carefully. Plan how to make it work in your class. On a chalkboard, draw the "Attitude Chart," omitting the sample responses and ratings.

To Launch. Divide the class into small groups (about five students). Be sure each group includes both girls and boys.

Distribute the comic pages to each group and have the members and read all three comic strips. Each group's job is to fill in the faces and decide together on a response to put in the final balloon of each strip. If students in the group disagree, the group may put in more than one response. Circulate among groups to help where needed.

To Sum Up. Ask students if they know what the term "sex-role stereotype" means. For those who do not know, explain that it describes an oversimplified attitude which assumes that *all* men have in common one set of abilities, interests, and goals and *all* women have in common another set of abilities, interests, and goals. It completely ignores differences between individuals. (Example: the beliefs that *all* boys are good football players and *no* girls are good football players are sex-role stereotypes.)

Beginning with the first comic strip, ask each group to read the response(s) it has agreed on. Write them on the chalkboard chart and ask the class to judge how stereotyped each response is. Rate the responses on a scale from one to 10 (one is least stereotyped; 10 is most). (Examples of possible responses and ratings are given on the "Attitude Chart.")

After all responses have been judged, ask students these or similar questions.

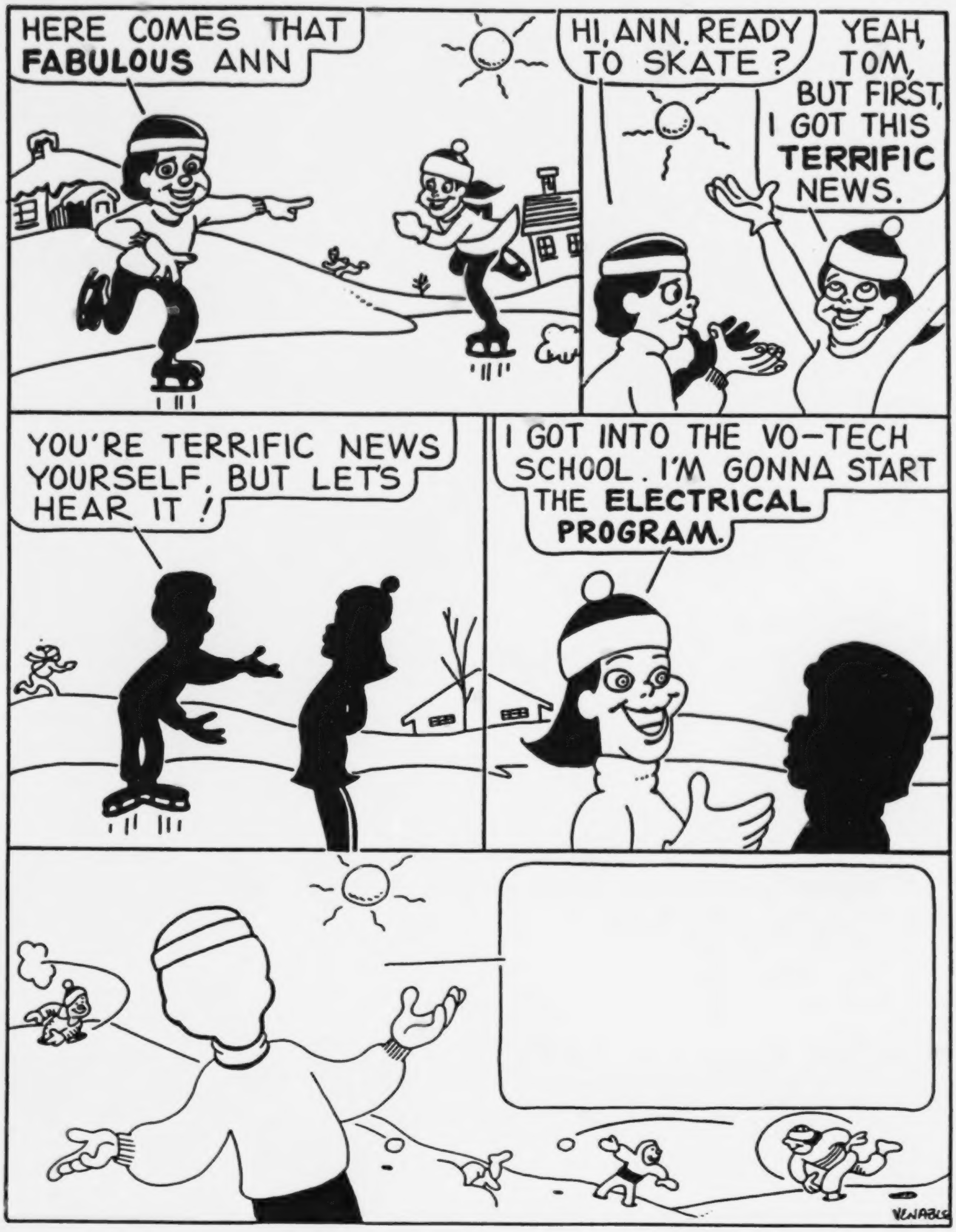
1. Are the attitudes of the class as a whole stereotyped or nonstereotyped?

2. When groups were making decisions about responses for the comic-strip balloons, were boys' suggestions different from girls'? In what ways?

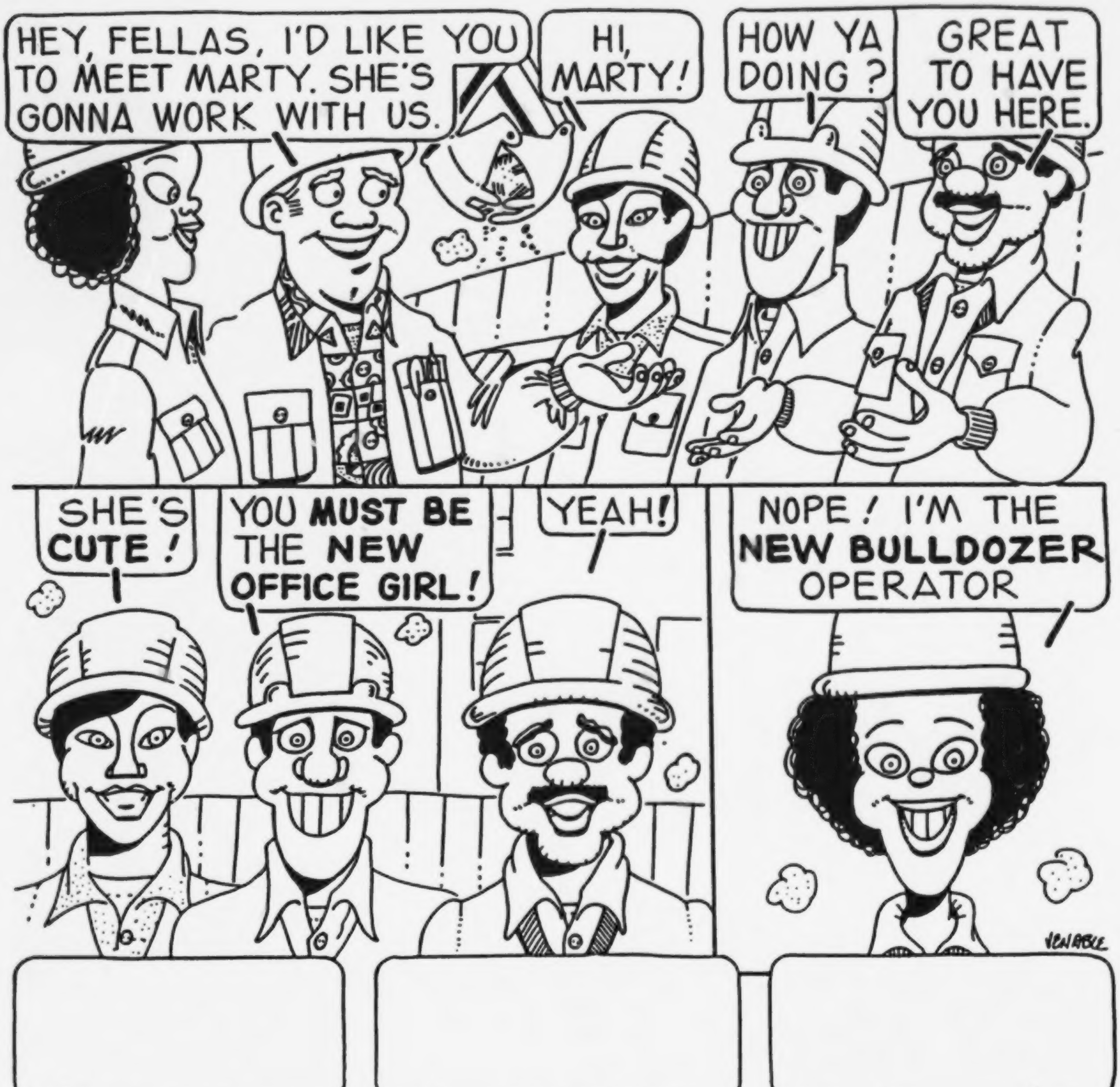
Attitude Chart

Comic	Responses (Examples)	Attitude Ratings (Examples)
1.		very stereotyped
	"Hey, wait a minute. I don't know if I want my girlfriend monkeying around with that stuff."	10
	"Gee, aren't you letting yourself in for a lot of hassles? Guys there are going to give you a hard time."	7
	"You sure you want to go through with it? How come you don't want to be a secretary or something?"	4
	"Great deal! I knew you'd make it!"	1
		not at all stereotyped
2.	"Hey, baby, this is men's work. You're gonna get all dirty."	10
	"Can you really handle one of these monsters? You don't look big enough to climb aboard."	8
	"Holy Smoke! Women never used to do things like this. But I guess it won't hurt to give you a try . . . . "	2
	"Join the club, Marty. You're going to be part of an A-1 crew."	1
3.	"You've got to be kidding! Women can't fix washing machines."	10
	"Are you sure you know what you're supposed to do here?"	9
	"Good heavens! I've never seen a lady repairman before, but I'll try anything at this point."	5
	"Well, hello there. It's about time women got into this kind of work."	1

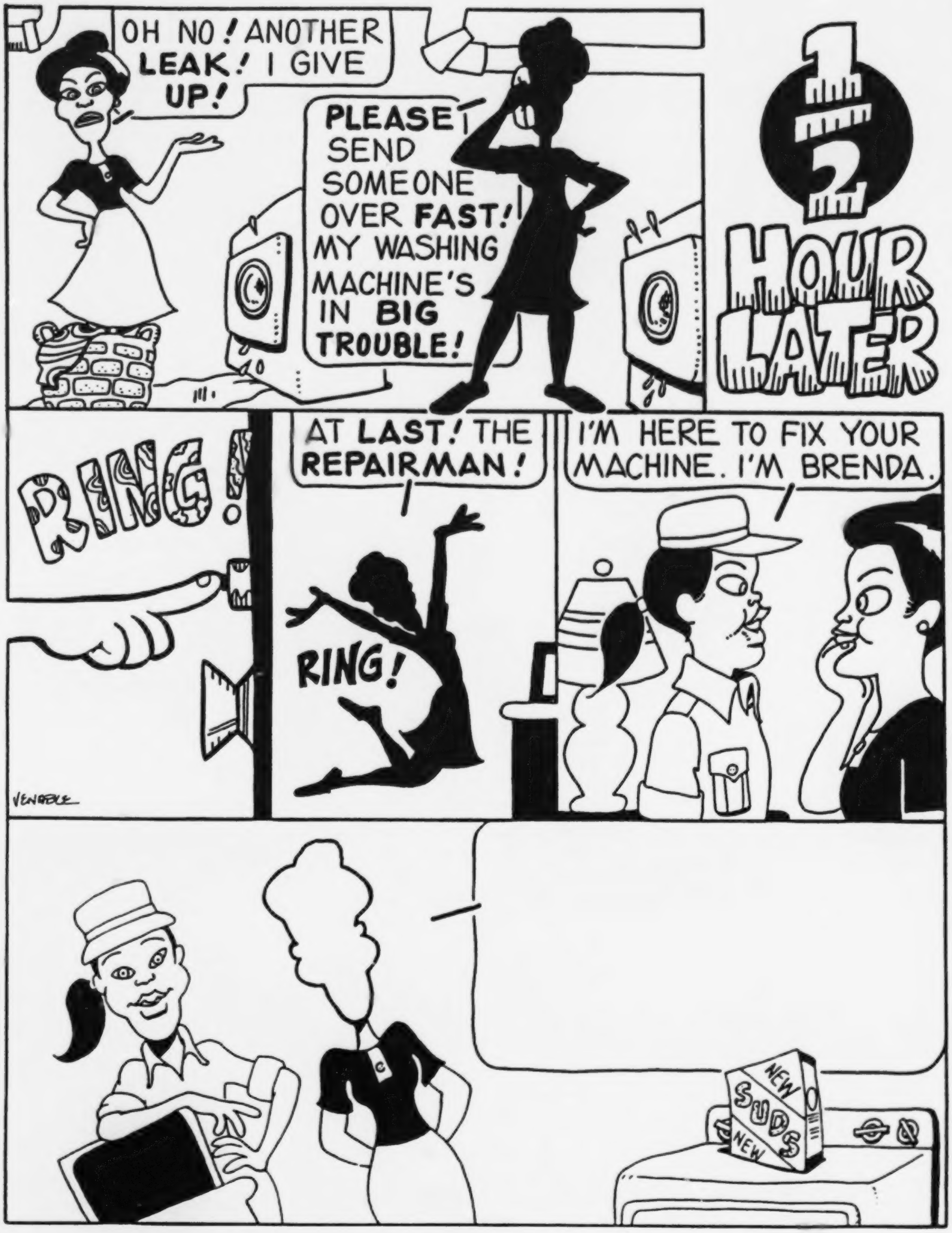
Comic 1


HERE COMES THAT FABULOUS ANN
HI, ANN. READY TO SKATE?
YEAH, TOM, BUT FIRST, I GOT THIS TERRIFIC NEWS.
YOU'RE TERRIFIC NEWS YOURSELF, BUT LET'S HEAR IT!
I GOT INTO THE VO-TECH SCHOOL. I'M GONNA START THE ELECTRICAL PROGRAM.
VENABLE

Comic 2


HEY, FELLAS, I'D LIKE YOU TO MEET MARTY. SHE'S GONNA WORK WITH US.
HI, MARTY!
HOW YA DOING ?
GREAT TO HAVE YOU HERE.
SHE'S **CUTE** !
YOU **MUST BE** THE **NEW OFFICE GIRL** !
YEAH!
NOPE! I'M THE **NEW BULLDOZER** OPERATOR
VENABLE

Comic 3


OH NO! ANOTHER LEAK! I GIVE UP!
PLEASE SEND SOMEONE OVER FAST! MY WASHING MACHINE'S IN BIG TROUBLE!
1/2 HOUR LATER
RING!
AT LAST! THE REPAIRMAN!
RING!
I'M HERE TO FIX YOUR MACHINE. I'M BRENDA.
VENABLE
NEW SUDS NEW

Explore the range of career options, including nontraditional jobs.

Careers

From Nancy Taylor, *Self Image: Courage to Pursue the Nontraditional*, Project Equal, Division of Continuing Studies, North Dakota State University, Box 5595 State University, Fargo, ND 58105; based on Eileen Abrams, *A Curricular Guide to Women's Studies for the Middle School Grades 5-9*, Feminist Press, Box 334, Old Westbury, NY 11568.

Time. Approximately one class period.

Resources. None.

Objective

To create awareness of the number of options students have in choosing careers and help them view occupations in terms of the work done and not the gender of the person who does it.

Procedure. Have the students follow these instructions.

1. On a sheet of paper, list the first 25 jobs you can think of.
2. Put an "M" next to the jobs generally thought of as work males do.
3. Put an "F" next to the jobs generally thought of as work females do.
4. Put an "MF" next to the jobs generally thought of as work males and females do.
5. Put a star next to the three jobs you would most like to do when you are older, with a big star for your first choice.
6. Put a check next to any jobs on your list that are held by members of your family or by the people you live with and, next to the check, put "M" or "F" for each person according to their sex.

After students complete the written part of this exercise, have them discuss their results together.

Have students generate a list of occupations. Write the list on the chalkboard as the class brainstorms, leaving room to the right of each column of occupations for a second list which will be added later.

Have the class tell which of the occupations listed are identified as female work or male work by the language of the job title, and check these off on the board (examples: fireman, mailman, repairman, cleaning lady, meter maid, housewife).

Have the class brainstorm new titles that describe these jobs without identifying the gender of the person who does them. (For example: mail carrier, meter collector, homemaker).

Discussion Questions

1. How many of the occupations listed have the word "worker" in them?

2. How many other occupations can you think of with the word "worker" in the title?

3. How many can you rename to include the word "worker" in the title?

4. Discuss the use of the terms "lady doctor," "woman engineer," "male nurse." Why not "male doctor," "man engineer," "female nurse?"

Career/Vocational (1)

Explore the range of career options, including nontraditional jobs.

Job Relay

From *Connections: Women and Work and Skills for Good Jobs*, Boston YWCA, 140 Claredon St., Boston, MA 02116, 1981.

Time. At least 20 minutes.

Resources. Copies of the "Job Relay Game" (sample included), a timer with a bell, about nine double sheets of newspaper.

Objective

To help students recognize jobs that men typically hold and that women typically hold, and to help them recognize that most women workers are concentrated in relatively few jobs.

What Students Will Do. Student teams will participate in a relay "race" to identify typical men's and women's jobs.

Leader Preparation. Read the activity carefully. Plan how to make it work in your class.

Make three funny hats by rolling several sheets of newspaper into cone shapes and stapling them together. Write "Expert" on the front of each hat in large letters.

On a chalkboard, draw the "Job Relay Scoreboard" (sample included), omitting the list of women's jobs.

To Launch. Distribute "Job Relay Game" sheets. Go over the game rules with the entire class.

Choose two teams (A and B) of six students each. Be sure teams include both girls and boys. Assign numbers one through six to the students on each team. Ask them to sit in seats behind each other in their numbered order.

Appoint a panel of three "Experts" who will wear the funny hats, sit in the front of the room, and provide "educated guesses" to team players who ask for help. Be sure the panel includes both girls and boys. Assure the panel that experts don't always know all the answers.

Set the timer for ten minutes. Begin play.

During the game, circulate among students to help "Experts" and players as needed. (A list of 20 occupations in which women workers are concentrated is written on your copy of the "Job Relay Scoreboard.")

To Sum Up. At the end of the game, look at the jobs that have been listed. Ask these or similar questions.

1. Was it harder to think of men's or women's jobs? Why?
2. Which list shows more variety, men's jobs or women's jobs? Why?
3. What, if anything, makes women's jobs different from men's jobs?

Point out that regardless of how the game came out, women work in far fewer jobs than men.

Job Relay Game

The Game Plan

Within a time limit of 10 minutes, Team A must list on the scoreboard names of jobs that men usually hold.

Within the same time limit, Team B must list names of jobs that women usually hold.

Players must observe *all* the rules of the game or their team will be disqualified.

To Play the Game

Step 1. Player 1 from Team A goes to the front of the room, shakes hands with all three "Experts," and writes a job name on the board under the column headed "Jobs Men Usually Have." Player 1 from Team B does the same thing, using the column headed "Jobs Women Usually Have."

Step 2. Player 1 then returns to his/her seat, shakes hands with Player 2, and sits down.

Step 3. Player 2 goes to the board (*without* shaking hands with the "Experts"), writes a job name, returns, and shakes hands with Player 3 who then goes to the board, etc. At the end of his/her turn, Player 6 shakes hands with Player 1 to keep the team going.

Step 4. Play continues in this fashion until the timer bell signals that the time limit is up.

Step 5. A player who cannot think of a job name during his/her turn may ask one of the "Experts." The player then shakes hands with the "Expert" who provided the name, returns to his/her seat, and shakes hands with the next player. If the "Expert" cannot provide a name, the player loses his/her turn and the next player goes to the board.

Step 6. The team that has listed the most names when the time limit is up wins the game.

Job Relay Scoreboard

Jobs Men Usually Have	Jobs Women Usually Have
	assembers *bookkeepers* *building interior cleaners* *cashiers* *checkers, examiners, and inspectors (manufacturing)* *cooks* *elementary school teachers* *food counter and fountain workers* *hairdressers, cosmetologists* *nursing aides, orderlies, attendants* *packers and wrappers (except meat and produce)* *private household workers* *receptionists* *registered nurses* *salesclerks (retail trades)* *secondary school teachers* *secretaries* *sewers and stitchers* *typists* *waitresses*

Explore the range of career options, including nontraditional jobs.

Once Upon a Time

From Mary Ellen Verheyden-Hilliard, "Cinderella Doesn't Live Here Anymore," *Womanpower*, November 1975, pp. 34-37; and Equal Vocational Education Project, Center for Human Resources, University of Houston, Houston, TX 77004, 1976.

Time. One or two class periods.

Resources. Copies of "Cinderella Story" with appropriate check-off sheet for each female student, "Prince Charming Story" with appropriate check-off sheet for each male student, and scoring interpretations (samples of all included).

Objectives

To help students think about their preparedness for the world of work.
To create an awareness of stereotyped role expectations.

Note. This activity is not intended to be an accurate tool for measuring the ability of the student to perform in today's world. It is a kick-off activity to capture the student's interest and create initial awareness of sex-role stereotyping.

Procedure. Distribute one copy of either the "Cinderella Story" or "Prince Charming Story" (depending upon sex) to each student. Depending on the students reading level, the story may be read aloud to the class or silently by each student.

After students have read the story, they should complete the checklist by checking each item applicable to them.

When completed, ask students for their interpretation of their responses. Then read and discuss the scoring.

Cinderella Story

Once upon a time there was a fair young maiden. Her name was Cinderella. She lived with her stepsisters and stepmother and was responsible for all the cooking, cleaning, and other chores around their home. Although it was a modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. Then she was miraculously discovered by the Prince and went with him to live in the castle. She ran the castle and raised their children. She preferred to stay home in the castle although there were job opportunities in the kingdom's castle construction company and a local sword repair shop. The Prince, of course, never abandoned her, except for occasional trips to Crusader conventions. The Prince and Cinderella lived happily ever after—which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Have times changed? Complete the checklist and you'll see. Check each item that applies to you.

☐ 1. Graduating from high school is not important.
☐ 2. I'm not afraid to be the only girl in any class.
☐ 3. I know how much money it takes to feed a family of four for a week.
☐ 4. I stand up for myself.
☐ 5. I think a woman's place is in the home.
☐ 6. I have career plans.
☐ 7. I can wash clothes.
☐ 8. I am informed about the Equal Employment Opportunity Commission.
☐ 9. I can raise children.
☐ 10. I cannot manage money.
☐ 11. I demand equal pay for equal work.
☐ 12. I read newspapers and news magazines.
☐ 13. I can list 20 different jobs open to women.
☐ 14. I can cook.
☐ 15. I prefer love stories and movie magazines.
☐ 16. I have investigated *all* high school job training courses, including woodworking and welding.
☐ 17. I can fix a flat tire.
☐ 18. I know how to care for a baby.
☐ 19. I know about apprenticeship programs.
☐ 20. I don't worry about the future.
☐ 21. I can sew.
☐ 22. I plan to have a skill before marriage so that I can always get a job.
☐ 23. I can clean.
☐ 24. I think I can do any job a man can do, as long as I receive the proper training.
☐ 25. I expect to marry and expect my husband to be the breadwinner.

Prince Charming Story

Once upon a time there lived a fine young man named Prince Charming. He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never had to do "castlehold" tasks; those were taken care of by young maidens so he never made an attempt to learn to do such things. Each morning, Prince Charming would ride off to fight dragons. He was chivalrous, adventuresome, and brave. Eventually the Queen felt that Prince Charming should find himself a young woman to be his wife. So Prince Charming set out to find the woman of his dreams and fell madly in love with someone named Cinderella. Cinderella was not only sweet and beautiful, but she took care of the castle. After all, she had been responsible for all the cooking, cleaning and other chores around her family's home. The Prince felt he had made a wise choice. They were married and the Prince continued to go off and fight dragons while Cinderella stayed home and ran the castle and raised their kids. Their life continued in this fashion and they lived happily ever after—which wasn't really so hard to do because most people of the time tended to be dead by age 35.

Have things changed? Complete the checklist and you'll see. Check each item that applies to you.

☐ 1. I expect to be the sole breadwinner of my family.
☐ 2. I can cook.
☐ 3. I would teach my daughter or sister how to work on a car.
☐ 4. I have investigated *all* high school job training courses, including child care and nursing.
☐ 5. I feel financial matters are best handled by a man.
☐ 6. I know how much money it takes to feed a family of four for a week.
☐ 7. I would allow my son to play with dolls.
☐ 8. I can sew.
☐ 9. I see girls as people, not sex objects.
☐ 10. I feel women belong in the home.
☐ 11. I iron my own clothes.
☐ 12. I can raise children.
☐ 13. I know how to care for a baby.
☐ 14. I'm not afraid to be the only guy in any class.
☐ 15. I see women as lovely things to be admired for their beauty.
☐ 16. I can clean.
☐ 17. I plan to have a career outside of the home.
☐ 18. I expect my wife to have a career outside of the home.
☐ 19. I can cry and show emotions.
☐ 20. I feel women should raise children.
☐ 21. I feel women have as much need and right to a career as men.
☐ 22. I open doors for women because they need help.
☐ 23. I recognize that most differences in the behavior of men and women are learned.
☐ 24. I feel comfortable going out with an intelligent girl.
☐ 25. I hope to marry and have my wife stay home and take care of me.

Scoring for Females

If you checked Items 1, 5, 10, 15, 20 and 25, you are only prepared to live in Never Never Land and may be in serious trouble. You refuse to admit that you will have to work, ignoring the fact that *nine out of ten* high school girls will work in the future. In fact, more than half of all women between 18 and 64 years of age are presently in the labor force. Wake-up! Prince Charmings are hard to come by and, even if you find one, he may not remain charming for ever and ever. You need to start giving serious thoughts to the job training available to you in high school and you should consider the careers that open up to you after the training. Don't wait for your "Once upon a time" dreams to be shattered.

If you only checked Items 3, 7, 9, 14, 18, 21, and 23, you are probably very capable of managing at home but you do not think you will have to work once you are married. How wrong you are! Most likely you will work for about 20 years of your life. You have probably explored the traditional job training courses but none of the others. Be sure to explore them all!

If you only checked Items 2, 4, 6, 8, 11, 12, 13, 16, 17, 19, 22, and 24, you have rejected traditional stereotypes (Yea!) and may find yourself capable of handling certain jobs. However, you do not think you will have to manage a home. You've given your future some thought, but you still have to do some more thinking. You need to give serious thought to learning how to take care of yourself.

If you checked nearly all items excluding 1, 5, 10, 15, 20, and 25, you deserve a round of applause. You are ready to take on the world. You can manage a home and a job. You have explored all kinds of job training, made a career decision, and have not been limited by traditional stereotypes. You are a person with an expanded expectation of your own personal, family, and career life. Congratulations!

Scoring for Males

If you checked Items 1, 5, 10, 15, 20, and 25, you are expecting to slip the glass slipper on a woman's foot someday and then live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by (and then change when they find out what a drag it is). You seem unaware that nine out of ten high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself. It would be a good idea for you to leave "Once upon a time" land and gain a more realistic and expanded view of men and women in today's world.

If you only checked Items 3, 7, 9, 14, 18, 21, and 23, you don't believe in glass slippers so what are you waiting for? You realize that women have as much need for a career as men, so who will do the cooking and cleaning? You plan to take care of yourself, but how? You have an expanded view of men and women, but actions speak louder than words. Consider enrolling in cooking or child care courses.

If you checked nearly all items excluding 1, 5, 10, 15, 20, and 25, let's hear it for you. You are ready to take on the world. You know about *all* kinds of high school job training, including home economics. You can handle a job and take care of yourself. You realize that if you choose to be with a woman, she will probably have a career, too. You are on your way to being a liberated man. Congratulations!

Explore the range of career options, including nontraditional jobs.

Real-Life Slices

From *Connections: Women and Work and Skills for Good Jobs*, Boston YWCA, 140 Claredon St., Boston, MA 02116, 1981.

Time. At least 15 minutes.

Resources. Copies of "Real-Life Slices Game" (sample included) for each student.

Objective

To help students recognize that most women work; most women work a long time, regardless of marriage or children; and most women work for the same reasons that men work—to support themselves and their families.

What Students Will Do. Students will complete simple statistics to reveal factual information about women and work.

Leader Preparation. Read the activity carefully. Plan how to make it work in your class.

To Launch. Distribute "Real-Life Slices Game" to students. Go over the game rules with the entire class.

Begin by reading aloud one of the questions in the pie and ask a few students to guess the right answer. (Answers are written on your copy.) Tell students to write the correct answer in their pie slice.

Then, ask a student to read what the correct answer means.

Continue until all the questions have been answered.

To Sum Up. Ask students which facts surprised them most. Ask how facts compare with their expectations. For examples:

1. Most married women with children work; how many girls in the class expect to work after marriage and children?
2. Like men, women work to support themselves and their families; how many girls expect to work to pay for basics like food, rent, etc.? How many expect to work only to pay for extras?

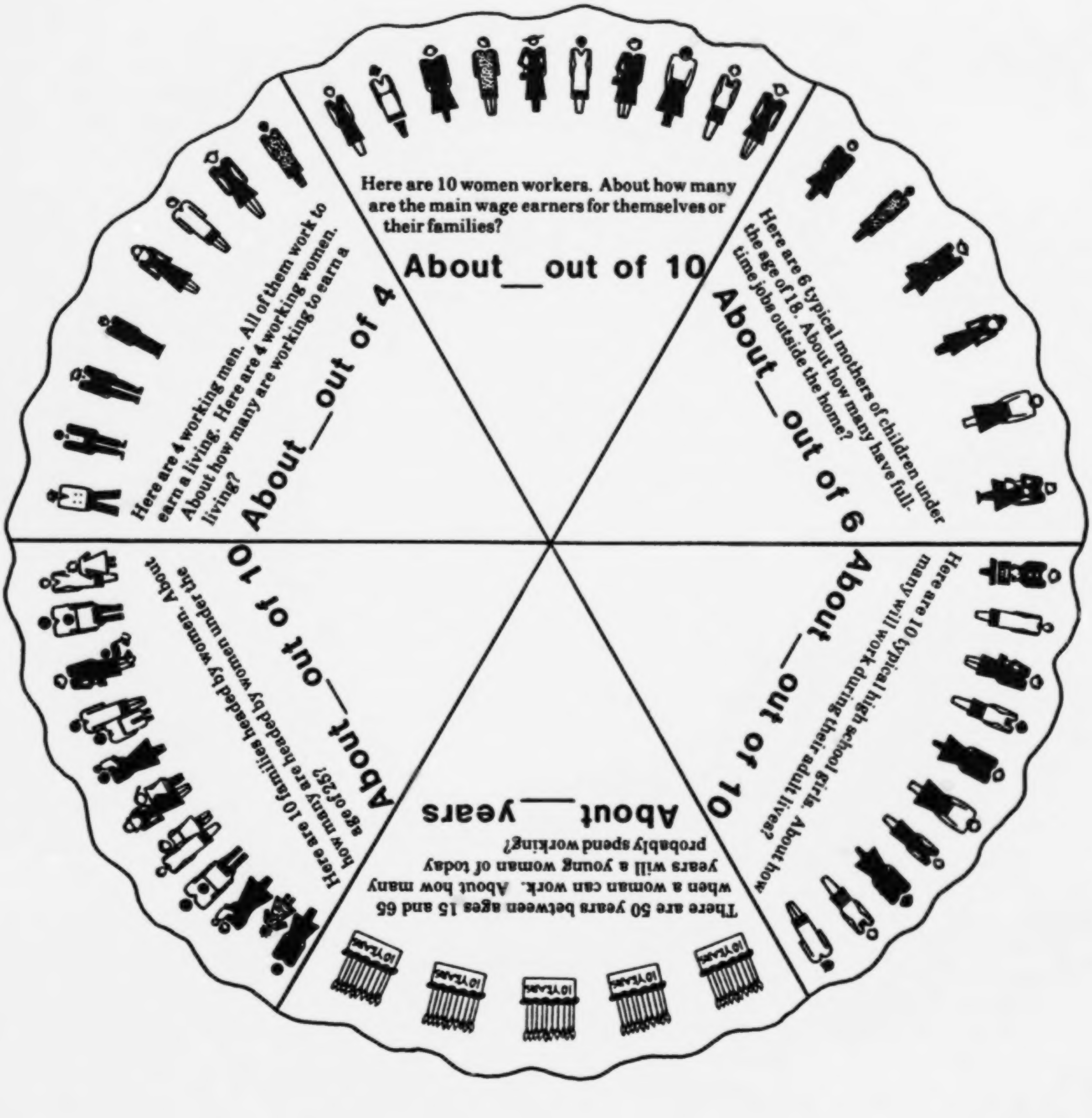
Ask a few students to comment on the fact that young women today will spend about 25 years working. Knowing this, what school plans should girls make?

Ask students if they know how many years most men will spend working. (About 40 years.) Even though boys may be unaware of the exact number of years, how does this fact affect what courses they pick in school?

Point out that most boys grow up expecting that someday they will become breadwinners; they will need job skills in order to earn a living. Today girls are beginning to realize that they too must take responsibility for their own futures. It's never too soon to start thinking about these ideas.

Real-Life Slices Game

Game Rules. In art and literature, the phrase "a slice of life" describes how things really are. Each slice of the pie below shows a true fact about women and work. Guess the answers to fill in the blanks and see how the true facts all add up.



Here are 10 women workers. About how many are the main wage earners for themselves or their families?

About__out of 10

Here are 6 typical mothers of children under the age of 18. About how many have full-time jobs outside the home?

About__out of 6

Here are 10 typical high school girls. About how many will work during their adult lives?

About__out of 10

There are 50 years between ages 15 and 65 when a woman can work. About how many years will a young woman of today probably spend working?

About___years

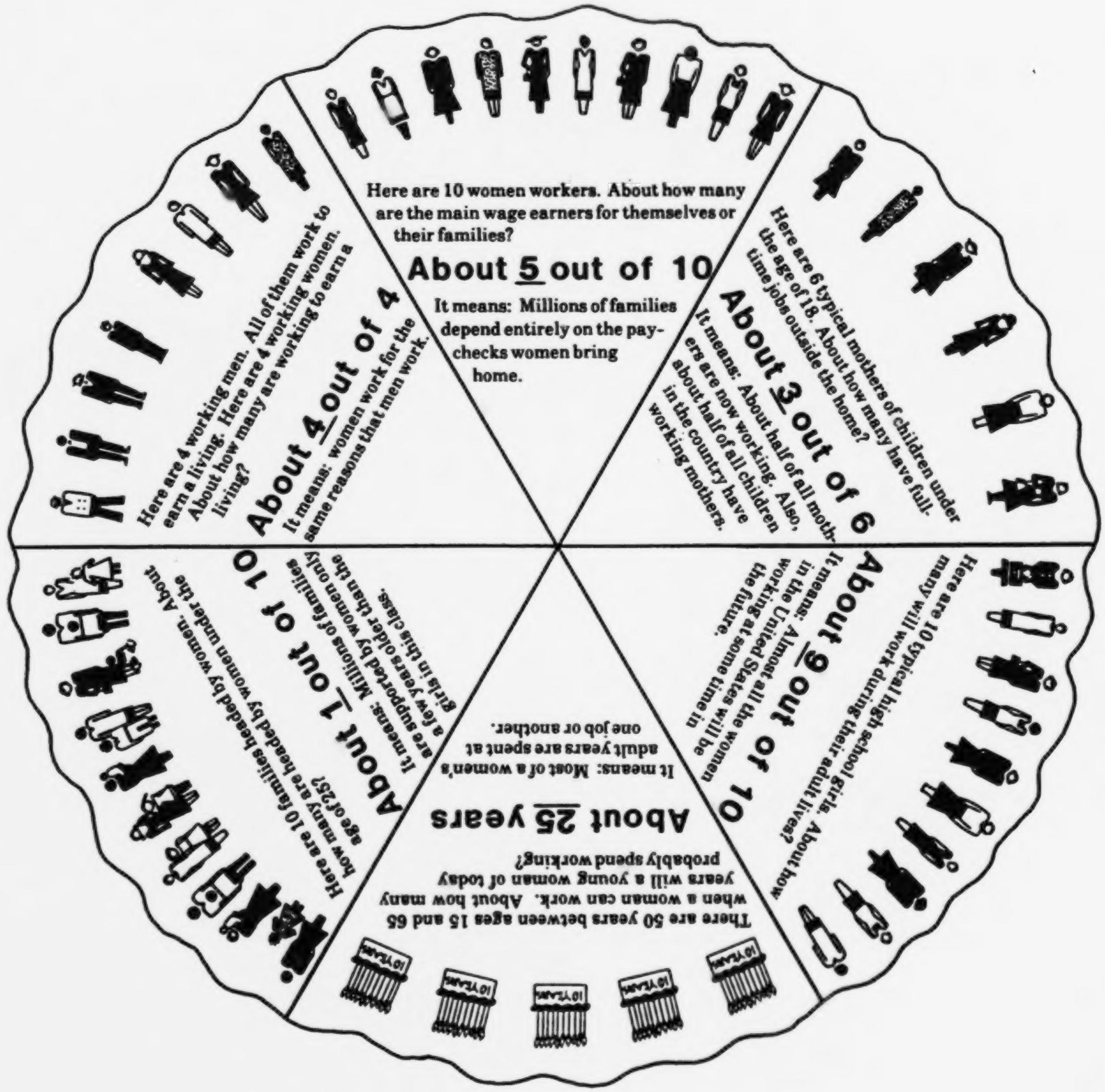
Here are 10 families headed by women. About how many are headed by women under the age of 25?

About__out of 10

Here are 4 working men. All of them work to earn a living. Here are 4 working women. About how many are working to earn a living?

About__out of 4

Real-Life Slices Answer Sheet



Here are 10 women workers. About how many are the main wage earners for themselves or their families?

About 5 out of 10

It means: Millions of families depend entirely on the paychecks women bring home.

Here are 6 typical mothers of children under the age of 18. About how many have full-time jobs outside the home?

About 3 out of 6

It means: About half of all mothers are now working. Also, about half of all children in the country have working mothers.

Here are 10 typical high school girls. About how many will work during their adult lives?

About 9 out of 10

It means: Almost all the women in the United States will be working at some time in the future.

There are 50 years between ages 15 and 65 when a woman can work. About how many years will a young woman of today probably spend working?

About 25 years

It means: Most of a woman's adult years are spent at one job or another.

Here are 10 families headed by women. About how many are headed by women under the age of 25?

About 1 out of 10

It means: Millions of families are supported by women only a few years older than the girls in this class.

Here are 4 working men. All of them work to earn a living. Here are 4 working women. About how many are working to earn a living?

About 4 out of 4

It means: women work for the same reasons that men work.

Career/Vocational (1)

Explore the range of career options, including nontraditional jobs.

Stump the Experts

From *Connections: Women and Work and Skills for Good Jobs*, Boston YWCA, 140 Claredon St., Boston, MA 02116, 1981.

Time. At least 10 minutes.

Resources. Copies of "Stump the Experts Game" sheets and "Government Facts that Are Eye-Openers" (samples included), three hats for "Experts."

Objective

To help students understand the range of occupations that men work in; the range of occupations that women work in; the gap between men's and women's earnings; and women's lack of skills for jobs that pay well.

What Students Will Do. With help from the class, student "Experts" will guess answers to questions about occupations, male and female workers, and what they earn.

Leader Preparation. Read the activity carefully. Plan how to make it work in your class.

To Launch. Distribute "Stump the Experts Game" sheet. Go over the rules with the entire class.

Appoint three "Experts" to bring their game sheets and sit in front of the room wearing funny hats. Be sure the "Experts" include both girls and boys.

Ask the "Experts" to play the part of a television panel. You will play the part of the host and will try to stump them with difficult questions. The "Experts" will pick one of three possible answers for each question.

Ask the other students in the class to follow along on their copies of the questions and to circle the answer to each question as it comes up. They will also play the part of the studio audience. If the "Experts" are stumped, the audience may help them by calling out answers.

Begin with the first question. After it has been answered by the "Experts" and/or the studio audience, read the correct answer. (The correct answers have been starred on your copy of the questions.)

Ask students to underline the correct answers as you read them. Repeat this procedure with the remaining questions.

Distribute "Government Facts that Are Eye-Openers." Read the information aloud together.

To Sum Up. Ask students these or similar questions.

Eye-Opener #1: Can you name some examples of clerical, service, retail, or factory jobs? (Answers: *file clerk, cashier, salesperson, assembly line worker.)* Do you think these are interesting, well-paying jobs?

Eye-Opener #2: Which jobs on this list require money and/or time for some kind of post-high school training? (Answer: *At least the first five, and maybe some others.*) Do you think it's a good investment to train for jobs like these? Why/why not?

Eye-Opener #3: Did you know that the gap between men's and women's salaries is as wide now as it was 20 years ago? (Answer: *In 1955 a working woman earned about 64¢ for every dollar earned by a working man. That's a little more than she earns today.*)

How can this information help girls make career decisions?

Why is this information important for boys?

Point out that both girls and boys can find out about occupations that pay well and take school courses to prepare for jobs in these fields.

Boys who are aware of the problems women face in the job world are likely to be more understanding and supportive when they become boyfriends, husbands, coworkers, and eventually fathers of working women. They are also likely to be more helpful to girls who are classmates in courses that used to be considered "for boys only."

Stump the Experts*

Game Rules. Answer these questions by circling one of the answers listed below each one.

1. People in the United States work in more than 20,000 types of jobs. The government groups these jobs into 441 separate occupations. In how many of the 441 occupations do women work?

   a) about 65
   b) about 185
   c) about 20

2. The government also publishes information describing workers and wages in different occupations. In the ten *lowest* paying occupations, the workers are:

   a) almost all men
   b) almost all women
   c) about half and half

3. Men who work full time generally earn:

   a) about the same as women who work full time
   b) a little more than women who work full time
   c) almost twice as much as women who work full time

4. A head of household is the person who supports the family. Government figures for 1976 showed that male heads of household earned about $245 a week. What did female heads of household earn?

   a) about $156 a week
   b) about $200 a week
   c) about $245 a week

5. A woman with a high school degree earns:

   a) much more than a man with only an eighth-grade education
   b) less than a man with only an eighth-grade education
   c) the same as a man with only an eighth-grade education

6. Most women have low-paying jobs because:

   a) women don't have job skills for occupations that pay well
   b) women don't work hard enough
   c) women don't really care about earning money

7. Most women don't have job skills for occupations that pay well. Most often, it's because:

   a) women are not capable of learning these skills
   b) women are not allowed to learn these skills
   c) women are not encouraged to learn these skills in school

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*Based on 1984 figures from U.S. Department of Labor, Women's Bureau.

Stump the Experts Answer Sheet

Game Rules. Answer these questions by circling one of the answers listed below each one.

1. People in the United States work in more than 20,000 types of jobs. The government groups these jobs into 441 separate occupations. In how many of the 441 occupations do women work?

   a) about 65
   b) about 185
   c) about 20*

2. The government also publishes information describing workers and wages in different occupations. In the ten *lowest* paying occupations, the workers are:

   a) almost all men
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5. A woman with a high school degree earns:

   a) much more than a man with only an eighth-grade education
   b) less than a man with only an eighth-grade education*
   c) the same as a man with only an eighth-grade education

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   a) women don't have job skills for occupations that pay well*
   b) women don't work hard enough
   c) women don't really care about earning money

7. Most women don't have job skills for occupations that pay well. Most often, it's because:

   a) women are not capable of learning these skills
   b) women are not allowed to learn these skills
   c) women are not encouraged to learn these skills in school*

*Correct answer.

Government* Facts that Are Eye-Openers

Eye-Opener #1		
In the U.S. there are:	Women work in:	80 percent of all women work in:
About 441 occupations	About 20 occupations	Only about four job fields: clerical work service industries retail sales factories and plants

Eye-Opener #2	
Ten lowest paid U.S. occupations	Percent of workers who are women
Practical nurses	about 96 percent
Hairdressers and cosmetologists	about 90 percent
Cooks	about 63 percent
Health aides, except nursing	about 84 percent
Nurse aides	about 85 percent
Sewers and stitchers	about 94 percent
Farm laborers	about 13 percent
Dressmakers and seamsters	about 96 percent
School monitors	about 91 percent
Child-care workers	about 93 percent

Eye-Opener #3		
Men who work full time earn about $22,410 a year	Women who work full time earn about $14,192 a year	Most working women earn about $8,000 less every year than most working men

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*Based on 1984 figures from U.S. Department of Labor, Women's Bureau.

Career/Vocational (2)

Understand that career aspirations need not be limited by sex-role stereotypes and biases.

Hello, You're on Livewire Hotline

From *Connections: Women and Work and Skills for Good Jobs*, Boston YWCA, 140 Claredon St., Boston, MA 02116, 1981.

Time. At least 45 minutes.

Resources. Copies of "Situations" and "Points to Mention" sheets (samples included).

Objective

To let students solve typical problems involving girls and nontraditional training or jobs.

What Students Will Do. Students will respond to "hotline" calls for advice.

Leader Preparation. Read the activity carefully. Plan how to make it work in your class.

To Launch. Distribute page of "Situations." Explain that Livewire Hotline is a telephone counseling service run by young people the students' age.

Ask a student to start by reading aloud the request from the first caller. Then ask another student to "take the call" and give some advice. To get other viewpoints, let other students also respond to the call. Continue through the rest of the callers' requests, allowing a variety of responses each time.

For each of the questions raised by the callers, some positive and practical suggestions are offered to supplement the students' own responses. These are listed in "Points to Mention." You may wish to add these ideas to the class discussion.

To Sum Up. Ask a few students to make up other problems and "phone them in" to the hotline. Ask others to provide answers.

At the end of the session, point out that lots of questions come up when we think about women, work, and nontraditional occupations—and there are no easy answers. It takes time for people to become comfortable with new ideas and changes. But this activity has tried to show that it's important for boys and girls to try things for themselves and to take advantage of all opportunities that can help them in their working futures.

Situations

Hello, you're on livewire hotline. Tell us what's bugging you...

1. Uh, well... I've got a sort of embarrassing question, but if I don't have to tell you my name, I guess I'll ask it anyway. I've been taking a machine shop course. I've learned how to work with all this heavy equipment... and I do mean heavy... but the funny thing is, I like it. I want to go on to more training and eventually get a machinist's job. Anyhow, my boyfriend says I'd better give it up before my biceps get too big. He always teases me about my muscles and makes jokes about me pumping iron. Is it really true that if a woman does this kind of nontraditional work, she'll... you know... split all her seams?

2. Listen, I need advice. I'm 14. My name's Tina. I don't know what I'm going to be doing ten years from now. But one thing's for sure... I hate the idea of sitting in an office all day. I'm sort of interested in fixing cars and maybe going to a voc-ed school. I've heard you get good pay in those jobs. The problem is, I live with my grandmother and she says that's not what girls should try to do. What can I say to her so she'll at least let me see what it's like for awhile?

3. Hi. My name is Mike and I'm in a metal fabrication course in my high school. I've gotten to know this girl in the class and she's really good at doing the stuff we work on. But she's going to quit because she's always getting hassled by her girlfriends. They say the only reason she's in the class is to hang out with the guys. Myself, I think she should stick with it, but nothing I say convinces her. Got any ideas? Besides, what's wrong with girls wanting to hang out with guys?

4. Gee, sometimes I wonder about women trying to work on jobs with men. I'm the only girl on a construction site with a bunch of guys. It's part of a work experience program in my school and I've been there a month already. The men aren't mean or anything, but, boy, do they keep to themselves. I get the feeling they think I'm from another planet and that they're telling jokes behind my back. I like the work a lot and I'd really like to get to be part of the group. How can I do it?

5. Good evening. I'm hoping you can help settle a family argument. My daughter's been taking an electricity course in her school and I'm afraid she's gotten a little carried away. Now she's talking about trying to get into apprenticeship training and joining the electrical union. I've been around the building trades myself for more than 20 years and let me tell you, women aren't exactly welcome in these jobs. Will you please straighten her out? I mean, what kind of employer will hire her?

6. Is this the hotline? My girlfriend told me to call you and check something out. We're in the ninth grade and we were assigned to these typing and business courses. That's fine for lots of girls, but we'd rather take industrial arts. I want to take wood shop and she wants metalworking. We've talked to the guidance office and were told that girls do better in the office courses than in the shops. And that office training would be more helpful to us in the long run. What bugs us is this: how can someone else know how we'd do in a course before we've even tried it? What can we do about this?

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7. Are you real people on this hotline or are you a tape? I'm Dan. I go to voc-ed school, you know, with mostly boys. But now there are some girls taking classes in engines and motors just like we do. And that's cool . . . no complaints. In fact, they do better than a lot of guys. But I've been noticing something. Girls seem so unsure of themselves. They're always asking me or another guy if they're doing things right or if their work is OK. How should we know? We're just learning the stuff, too. It bugs me that girls don't understand that. What should I tell them next time?

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8. Hello hotline. You've got to help me decide something fast. Here's the problem. My school's giving a summer program in construction carpentry and my teacher's asked me to be a sort of crew chief. It means I'll probably be supervising a pack of boys. I'm not too sure it'll work out. You know, boys don't like to take orders from girls and I'm sure they're going to give me a hard time. Should I take the job? I have to say yes or no by the end of the week, but I don't want to be signing myself up for trouble.

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9. Hi there. I don't know if I should be calling you or Ann Landers. Something's really getting to me and I'm running out of ways to handle it. I take this drafting class in my school and I'm the only girl. I'm doing it because I'm thinking about maybe being an engineer or something. That kind of work's a good deal. But the boys in my class act as if I'm kind of a Barbie-doll idiot. If they're not bugging me for dates, they're offering to do my homework for me. It's a drag to go through this all the time. Can you give me some thanks-but-no-thanks tips?

---

10. Hello. I'd like to talk to someone who understands a mother's point of view. My 13-year-old daughter, Tracy, goes to school where girls take the same industrial arts program that boys do. I'm worried about some of these working-with-your-hands courses. Tracy says she wants to go on to college. I admit that knowing how to use tools is useful for a woman, but I don't want her to waste valuable school time. My question is, are classes like this really going to help her get ahead? I think other parents are concerned about this too. What do you think?

Points to Mention

1. Strong doesn't always mean big. Sounds like your body's becoming firm and fit which is very "in" these days, for boys as well as girls.

   Learning to make your muscles work better in a nontraditional job is no different from what female dancers, divers, and gymnasts do in their work.

   Tell your boyfriend that when you get to be a full-fledged skilled machinist, you'll be one of the trimmest women in town. The only fat thing about you will be your weekly paycheck.

2. Tell your grandmother that many schools now require girls to take industrial arts courses so they can find out about different kinds of careers. Invite her to visit a shop class in your school so she can see what it's like.

   Help her understand that women are now interested in nontraditional work because the wages are better than in most traditional women's jobs, and that there really are good job opportunities because employers are looking for qualified women in these fields.

   Explain that it's easier now for girls to choose training and work that they like; women are no longer limited to the occupations that people have always expected them to enter.

3. Peer pressure—what friends think and say—is always important. But it's equally important to be independent and even risk a little hassling to find things out for yourself.

   Tell your friend to talk with her teacher or guidance counselor to sort out her feelings and figure out what matters most to her. She may get some ideas on how to go her own way and still keep her friends.

   She could urge her girlfriends to take the class with her and meet the guys too.

4. It may take a while. Men aren't used to having women around on jobs like this, so they aren't going to change their daily work habits in a hurry.

   Most women in nontraditional jobs have found that it pays to put a lot of energy into doing the job well. It may not immediately help the feeling of being "left out," but eventually your male co-workers will respect you for being a reliable member of the crew.

   Be friendly and open yourself. Acceptance is a two-way street. There's bound to be at least one fellow who's less stand-offish. Try starting a conversation with him to break the ice.

5. Many employers are now hiring women. They must comply with laws requiring companies holding federal contracts to hire a percentage of minority and female workers.

Although some companies and unions don't exactly roll out the red carpet for women job applicants, changes have taken place in occupations that used to be for men only. The want-ad pages in any newspaper will show how widespread such changes are.

Skills are what employers are looking for today. They want young people—of both sexes—with high school courses and experience that will make them worth training further. Your daughter is smart to be interested in improving her skills.

6. Title IX, a federal law, forbids sex discrimination in education. Every student has an equal opportunity to enroll in almost all school courses and programs. Class assignments cannot be made on the basis of the personal opinions of school personnel as to what may be more beneficial for students of one sex or the other.

Many schools have Title IX coordinators whose jobs are to help schools and students carry out this law properly. Try talking again with your guidance counselor, see your principal, or contact the Title IX coordinator in your school (or your school district). You have a right to bring this problem to school authorities and have it resolved to your satisfaction.

Most schools across the country are very eager to have girls try out nontraditional courses. Yours may be just a little behind the times.

7. Many girls haven't had the chance as they were growing up to tinker with mechanical things or handle tools. Unlike boys, girls traditionally have not been encouraged to try these activities. It's no wonder that most girls feel ill-at-ease with machines and motors.

Say to the girls in your class what you'd say to boys: We're all in the same boat, learning new things, making mistakes, trying again. A friendly comment like this can help girls gain self-confidence on their own.

Put yourself in their shoes. You might feel just as uncertain if you were making a cake or sewing a shirt for the first time.

8. Your teacher has paid you a great compliment. You've obviously done good work in class and have the skills to handle this job.

It's wise to anticipate problems that might occur this summer, but it might be better to focus on ways to solve them rather than say no to the opportunity. Figure out how to "give orders" without sounding bossy. If things get sticky, try to separate complaints about the job from complaints about you. Understanding this can help avoid hurt feelings and will earn you the respect of your crew.

Talk to your teacher or other adults about things you think might come up and how to manage them. And by all means, talk to some boys you know and trust; their advice can be very helpful.

9. Be friendly and firm in telling boys that you know what you're doing and that it's important to you to make it without their help in this class. You're looking far down the road and want to get there on your own.

As for dates, tell them with a smile that they can call your secretary for an appointment—after school, when you've finished your homework.

Keep in mind that it's not all bad for boys to pay attention to you this way. Some may be rude, others unnecessarily protective, but some may genuinely be showing interest in you as a person doing something special. Don't knock it!

10. Far from wasting time, your daughter is learning skills that can help her later in a number of technical and professional job fields such as engineering, architecture, environmental management, etc. These are considered promising careers for women today.

The courses that offer hands-on training also help students learn how to apply and strengthen their math and science abilities for college.

Young students like your daughter should be encouraged to explore many different school opportunities. At age 13, it is too early to close off any educational possibilities that may lead to a productive occupational future.

Career/Vocational (2)

Understand that career aspirations need not be limited by sex-role stereotypes and biases.

Picking Up Signals

From *Connections: Women and Work and Skills for Good Jobs*, Boston YWCA, 140 Claredon St., Boston, MA 02116, 1981.

Time. At least 20 minutes.

Resources. Copies of "Picking Up Signals—Pictures" and "Statements" (samples included).

Objective

To help students recognize that many things in our environment shape the way we think about work; we pick up signals from what we see, hear, and do as we grow up, and these signals tell us men do one kind of work and women another.

What Students Will Do. Students will identify environmental "signals" that suggest men's and women's work roles are different.

Leader Preparation. Read the activity carefully. Plan how to make it work in your class.

To Launch. Distribute "Picking Up Signals—Pictures." Go over the game rules with the entire class.

Ask several students to identify items that boys or girls play with and what jobs they suggest. (Examples: Toys for boys, such as tool kits and erector sets, suggest jobs as builders or engineers; fire hats suggest firefighting; baseball bats and barbells suggest jobs requiring strength, such as sports or heavy equipment work. Toys for girls, such as tea sets and dolls, suggest waitress or child-care jobs; nurse caps suggest health care; paper dolls suggest fashion or retail sales jobs.) Ask other students to describe the signals transmitted by television and by parental images.

Distribute "Picking Up Signals—Statements." Ask a few students to read some of the statements and comment on them. What assumptions do they suggest about work roles for girls and boys in general?

To Sum Up. Ask students to think of and share with the class other "signals" they remember from childhood or are aware of now. Can students identify "signals" in the community or at home that show how our ideas about men's and women's jobs are changing? (Examples: women bus drivers, women police officers, and TV programs like "Cagney and Lacey.")

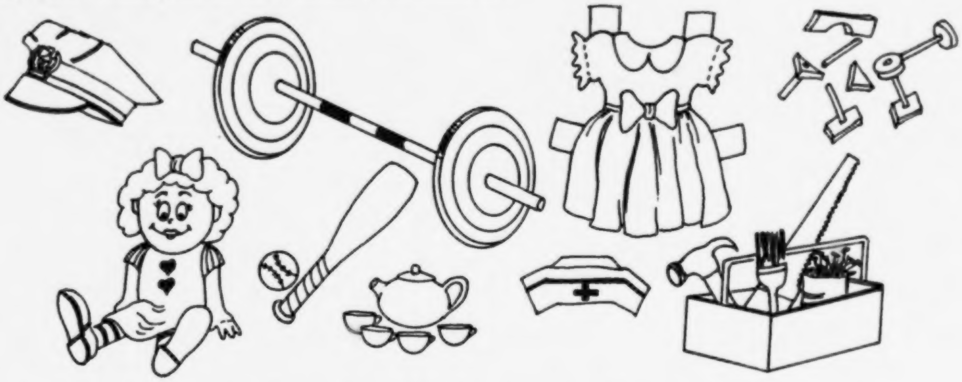
Point out that growing up means deciding for yourself. Today young people are free to make work decisions on the basis of what they *want* to do, not on the basis of what men and women have "always" done.

Ask a few students (girls and boys): How do you think you will choose a job?

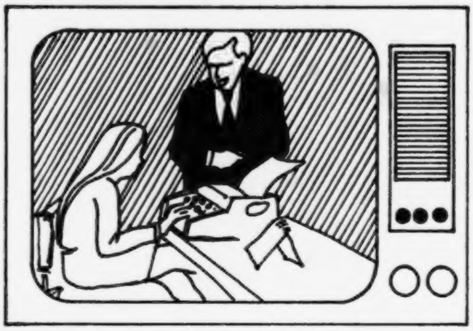
Picking Up Signals—Pictures

Children pick up signals about work for women and work for men from toys, TV, and what they see their parents do. On this page are some things children play with or see around the house. Look at them and answer the questions below.

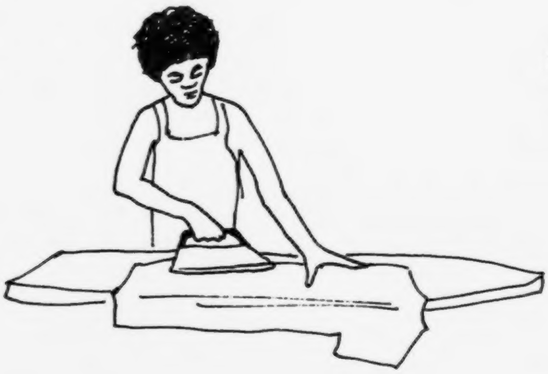
Which of these toys do girls usually get? What jobs do they make you think of? Which do boys usually get? What jobs do they make you think of?

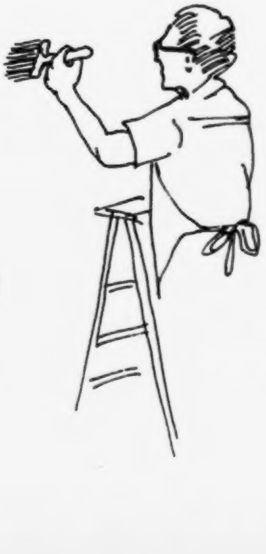


What does this TV picture tell you about jobs for women and jobs for men?



What signals do children pick up from what mothers and fathers do?





Picking Up Signals—Statements

On this page are some things children hear. What signals come through from statements or questions like these?

Eddie's so tough. He'll never let anyone push him around!

How are you going to support a family when you grow up, Jimmy?

Linda, why don't you get your brother to fix your bedroom window?

What a tomboy she is! I hope she'll grow out of it.

Dennis, go give your uncle a hand with the car.

Let's give John that old radio. He'll have fun trying to fix it.

Don't give her that box. It's too heavy for her to carry.

Forget math and science, Amy. Boys always do better in those subjects.

Just like a boy. He's always taking things apart.

Lucy, come do the dishes. It's time you started acting like a lady!

Understand that career aspirations need not be limited by sex-role stereotypes and biases.

Predictions

From *Connections: Women and Work and Skills for Good Jobs*, Boston YWCA, 140 Claredon St., Boston, MA 02116, 1981.

Time. At least 25 minutes.

Resources. Copies of "Predictions Game," "Questions about Statements" (samples included), signs.

Objective

To help students compare expectations and attitudes about how much they will work as adults, why men work, and why women work.

What Students Will Do. Students will fill in a checklist of their own expectations and will compare them with those of other students in the class.

Leader Preparation. Read the activity carefully. Plan how to make it work in your class.

Make one sign labeled "YES" and another labeled "NO."

Put the signs up in opposite corners of the room so that a group can gather under each one.

On a chalkboard, draw the "Predictions Chart" from the "Predictions Game" sheet.

To Launch. Distribute "Predictions Game" sheet. Go over the game rules with the entire class.

Using the chalkboard chart to demonstrate, read aloud the first "I'll probably . . ." statement and show students how to check their own expectations under the column headed "Me." While students continue checking the remaining statements, circulate among them to help where needed.

When students have completed their individual checklists, begin the group game.

Read aloud the first statement and ask all students who checked "YES" to stand under the YES sign and all who checked "NO" to stand under the NO sign.

Count the totals of girls and boys in the YES group and write them on the chalkboard chart in the appropriate columns. Count the girls and boys in the NO group and write the totals on the chart.

Ask one student in each group to answer the "Questions about Statements." After the student has answered, ask all students to return to their seats.

Repeat this procedure for the remaining statements, allowing enough time between each one for students to gather under signs, be counted, answer questions, and return to their seats.

To Sum Up. The chalkboard chart will show what class expectations and attitudes are in general and by sex. It may reveal some surprising information.

Ask students if the totals show differences between girls and boys about working after high school or college/after marriage/after having kids; about getting married; or about reasons for working.

Do all girls (or all boys) answer the same way?

Ask students:

1. What jobs should girls prepare for so they can support themselves and a family if they don't have husbands?

2. What jobs should boys prepare for to support themselves and a family?

3. Have the same jobs been suggested for both girls and boys who expect to support themselves and their families? If not, what is the explanation?

Ask if students feel that some jobs are suitable only for women and some only for men. They will find out how stereotyped views can limit career choices and opportunities to earn a good living.

Predictions Game

Game Rules. To predict your own future, check "Yes" or "No" under Column 1 (Me). When the girls and boys in each group have been counted, fill in the totals under Column 2 (Girls) and Column 3 (Boys).

Predictions Chart

	Column 1 Me		Column 2 Girls		Column 3 Boys	
	Yes	No	Yes	No	Yes	No
I'll probably . . . 1. Work when I graduate from high school or college.						
2. Get married.						
3. Quit working if I get married.						
4. Quit working if I have kids.						
I'll probably work to . . . 5. Support myself—pay for basics like food, rent, and clothes.						
6. Earn only enough to pay for extras like a stereo or a new car.						
7. Do something that interests me.						

Questions about Statements

	Students Responding "Yes"	Students Responding "No"
I'll probably . . . 1. Work when I graduate from high school or college.	At what kind of job? What do you know about that kind of job?	Why wouldn't you work?
2. Get married.	Are there more girls or boys in your group? What does that tell you?	Are there more girls or boys in your group? What does that tell you?
3. Quit working if I get married.	Why would you quit working after marriage? What would be good/bad about quitting? Would your spouse probably want you to quit? Why?	Why would you keep working? What would be good/bad about continuing to work? Would your spouse probably want you to go on working? Why?
4. Quit working if I have kids.	Why would you quit work after having kids? What would be good/bad about quitting?	Why would you keep working after having kids? What would be good/bad about continuing to work?
I'll probably work to . . . 5. Support myself—pay for basics like food, rent, and clothes.	In what jobs could you earn enough to pay for these things?	Who is going to pay for your rent, food, clothes, etc.?
6. Earn only enough to pay for extras like a stereo or a new car.	Who is going to pay for rent, food, clothes, etc.?	Then what are your reasons for working?
7. Do something that interests me.	What things interest you? What jobs match your interests? What talents or skills do you have for these jobs?	Then what are your reasons for working?

High School

Learning	**1**	*Identify ways in which sex bias, sex-role stereotyping, and sex discrimination affect learning environment and outcomes.*	Assessment Questionnaire	223
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			Odds on You	244
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	3	*Understand rights and responsibilities covered by pupil nondiscrimination laws.*	Equity Questionnaire	264
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			Sexual Harassment Workshop: Activities for Two to Five Days	268
			They Can't Do That . . . Or Can They?	298
			Your Legal Rights	303
Personal/ Social	**1**	*Define "sex-role stereotyping," "sex bias," and "sex discrimination," and become familiar with personal values in these areas.*	Male/Female Stereotypes	308
			Time Warp	311
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	2	*Identify how sex-role stereotyping, sex bias, and sex discrimination affect development, choices, and futures.*	Dear Abby	315
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	3	*Identify ways to overcome sex-role stereotyping, sex bias, and sex discrimination.*	Role Plays on Family Life	323
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	4	*Develop a more positive attitude about the abilities of both sexes.*	Exploring Your Bias	327
	5	*Identify the effect rigid sex roles, sex bias, and sex discrimination have on self-concept.*	Androgyny: The Bem Sex-Role Inventory	328
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High School

Career/ Vocational	**1**	*Understand that both men and women work out of economic necessity and need marketable job skills.*	Exploring Expanded Life Roles: Activities for Several Days	337
			Financial Facts of Life	366
			When I Grow Up, I'm Going To Be Married	368
	2	*Demonstrate awareness of the range of career and occupational choices, including nontraditional jobs.*	Defining Stereotyping	382
			Dick and Jane Decide	384
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			Self-Awareness Questionnaire	391
			What's My Line?	393
	3	*Demonstrate knowledge of labor-force facts that have been affected by sex bias, sex-role stereotyping, and sex discrimination.*	Playing the Game of Life	395
			Women Workers: Some Facts of Life	400

Learning (1)

Identify ways in which sex bias, sex-role stereotyping, and sex discrimination affect learning environment and outcomes.

Assessment Questionnaire

From collected materials of Sex Equity Program, Bureau for Equal Educational Opportunity, Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707-7841.

Time. One class period.

Resources. Questionnaire for students to fill out (sample included).

Objective

To make students more aware of the many and varied ways in which schools support/discourage sex-role stereotyping.

Procedure. Have each student complete the questionnaire independently. Then facilitate a discussion of the answers, either as a class or in small groups that report results to the entire class. Particularly encourage discussion of subtle social pressures. Questions might include: What are effects of sex-role stereotyping on individuals? What is the school doing, or what could it do, to discourage stereotyping? What can individual students do?

Results of the assessment might form the basis of a story of the school newspaper.

Assessment Questionnaire

		Yes	No
1.	In your school are girls expected to act "like girls" and boys "like boys"? (Are girls being prepared for roles as traditional women? Boys as traditional men?)	☐	☐
2.	Do girls tend to take certain courses and boys other courses? (Does a girl in an automechanics course get hassled by other students? If a boy takes a sewing course, is he ridiculed?)	☐	☐
3.	Do teachers and counselors inform both girls and boys of a wide range of work possibilities? (Are girls and boys channeled into traditional vocational courses and traditional job plans? Do teachers and counselors point out that traditional "women's jobs" pay less than traditional "men's jobs"?)	☐	☐
4.	Do teachers ask girls to help with "housewifely chores" such as watering the plants and dusting, and boys to help with "manly" chores such as carrying boxes and operating the movie projector?	☐	☐
5.	Do girls and boys have equal encouragement, opportunities, facilities, and equipment to participate in sports? (Are boys' sports more highly regarded? Are girls relegated to the role of cheerleader or guardian angel?)	☐	☐
6.	Are girls and boys encouraged to participate in a wide variety of clubs? (Do girls cluster in some clubs and boys in others? Do girls and boys equally serve as president? Are girls expected to be secretary?)	☐	☐
7.	Are there opportunities and materials to learn about sexuality, contraception, venereal disease, abortion, child-bearing?	☐	☐
8.	Are girls reluctant to reveal their intelligence? (Are they expected to be "dumb"?)	☐	☐
9.	Are girls expected to be "helpless" or incompetent? (Are they reluctant to reveal their skills and strengths?)	☐	☐
10.	Are boys ridiculed for being "weak," "emotional," "caring," "artistic," "sensitive"?	☐	☐
11.	Are girls of ethnic minority groups expected to behave differently from white girls?	☐	☐
12.	Are women equally portrayed in the books you use? (Is Women Studies taught?)	☐	☐
13.	Is there a strong heterosexual couple pressure at your school? (Is a girl a "failure" if she goes to a school dance without a date? Is a boy a "failure" if he goes without a date?)	☐	☐

		Yes	No
14.	Are girls called "chicks," or "broads" and boys referred to as "jocks"? (Do students think these terms are derogatory or complimentary?)	☐	☐
15.	What happens to a student who challenges sex-stereotyped behavior in a teacher or another student?	☐	☐
16.	Is sex stereotyping being eliminated in your school?	☐	☐
17.	Does your school have sex-separated clubs, activities, and/or assemblies?	☐	☐
18.	Is the female/male ratio of most clubs/activities equal in your school?	☐	☐
19.	Are there any coed clubs/activities that no females have joined? (. . . that no males have joined?)	☐	☐
20.	Are there any clubs/activities equally divided by sex?	☐	☐
21.	What is the basis for selection to participate in school activities, such as cheerleaders, stagehands, audiovisual aides, hall monitors, office helpers?	☐	☐
22.	Is funding equitable for a wide variety of activities?	☐	☐
23.	Are certain activities that receive more funding limited to one sex?	☐	☐
24.	Do boys and girls of all ethnic groups have an equal opportunity to participate in service and social projects?	☐	☐
25.	Does your school send home notices announcing activities of public or private organizations for one sex only (such as the "Y's", the recreation department, little league, Babe Ruth league)?	☐	☐
26.	Do any of these sex segregated organizations use your school facilities free? (This may be illegal.)	☐	☐
27.	Are boys always "president" and girls always "secretary" in student government and class offices in your school?	☐	☐
28.	Are some offices traditionally or officially reserved for girls or boys?	☐	☐

Learning (1)

Identify ways in which sex bias, sex-role stereotyping, and sex discrimination affect learning environment and outcomes.

Gender Communications Quiz

From Myra Sadker and Joyce Kaser, *The Communications Gender Gap*, Mid-Atlantic Center for Sex Equity, 5010 Wisconsin Ave., NW, Suite 308, Washington, DC 20016, 1984.

Time. 30 minutes, including discussion.

Resources. Quiz included.

Objective

To make students aware of verbal and nonverbal cues in effective communication, of the implications about power, and of the gender gap in communication.

Procedure. Have the students complete the quiz independently, and then lead a class discussion of the correct answers, emphasizing that they are based on research. Pertinent questions include: Why is it important for the individual to be able to pick up verbal and nonverbal cues in conversation? How can one use such knowledge to enhance communications? Why is it important to communicate effectively?

Gender Communications Quiz

How much do you know about how men and women communicate with one another? The 20 items in this questionnaire are based on research conducted in classrooms, private homes, businesses, offices, hospitals—the places where people commonly work and socialize. If you think a statement is generally an accurate description of female and male communication patterns, mark it true. If you think it's not an accurate description, mark it false.

		True	False
1.	Men talk more than women.	☐	☐
2.	Men are more likely to interrupt women than they are to interrupt other men.	☐	☐
3.	There are approximately ten times as many sexual terms for males as for females in the English language.	☐	☐
4.	During conversations, women spend more time gazing at their partner than men do.	☐	☐
5.	Nonverbal messages carry more weight than verbal messages.	☐	☐
6.	Female managers communicate with more emotional openness and drama than male managers.	☐	☐
7.	Men not only control the content of conversations, they also work harder in keeping conversations going.	☐	☐
8.	When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes.	☐	☐
9.	Women are more likely to touch others than men are.	☐	☐
10.	In classroom communications, male students receive more reprimands and criticism than female students.	☐	☐
11.	Women are more likely than men to disclose information on intimate personal concerns.	☐	☐
12.	Female speakers are more animated in their conversational style than are male speakers.	☐	☐
13.	Women use less personal space than men.	☐	☐
14.	When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation.	☐	☐
15.	In general, women speak in a more tentative style than do men.	☐	☐
16.	Women are more likely to answer questions that are not addressed to them.	☐	☐
17.	There is widespread sex segregation in schools, and it hinders effective classroom communication.	☐	☐
18.	Female managers are seen by both male and female subordinates as better communicators than male managers.	☐	☐
19.	In classroom communications, teachers are more likely to give verbal praise to females than to male students.	☐	☐
20.	In general, men smile more often than women.	☐	☐

Answers to Gender Communications Quiz

1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. False
9. False
10. True
11. True
12. True
13. True
14. True
15. True
16. False
17. True
18. True
19. False
20. False

Scoring

18 to 20 Correct. Professor Henry Higgins has nothing on you. You are very perceptive about human communication and subtle sex differences and similarities. For you, perhaps the most important questions is: Do you act on what you know? Are you able to transform your knowledge into behavior that will enhance communications for yourself and for those around you?

16 to 17 Correct. You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read about the topic, trust your instincts, and act on your knowledge.

13 to 15 Correct. Like most people, you've picked up some information about how people communicate—but you're missing a lot too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures, and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

Fewer than 13 Correct. You've missed more than your fair share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look, and listen when you're with a group of people. Analyze the flow of communication. Remember you may miss your personal and professional goal if you also miss key verbal and nonverbal cues about conversational power, politics, and the gender gap.

Identify ways in which sex bias, sex-role stereotyping, and sex discrimination affect learning environment and outcomes.

Who Does What/Where?

From collected materials of Sex Equity Program, Bureau for Equal Educational Opportunity, Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707-7841.

Time. One or two class periods.

Resources. Survey (included).

Objective

To make students more aware of how pervasive sex-role stereotyping is in our society.

Procedure. Distribute copies of survey to be completed by individuals or small groups. Some investigation may be necessary to answer questions. You may wish to distribute the survey one day and have students bring it back completed the next. When it is completed, ask for some substantiation of answers. For example, look at the yearbook and textbooks in answering questions about school.

Discuss results with the group: What is the impact on individuals of any stereotyping that is found? What could be done to discourage stereotyping?

Additional Activities

Class members may wish to survey members of other classes and report results. The survey also may be the basis of a story for the school newspaper.

Who Does What/Where?

Stereotypes abound in our society. They exist in all of us and in every major area of our lives. To get a rough idea of how extensive sex-role stereotyping is, jot down your answers to the following survey leads.

In Your School

1. Classes usually taken by males are: ____________________

2. Classes usually taken by females are: ____________________

3. Classes or subjects usually taught by male teachers are: ____________________

4. Classes or subjects usually taught by female teachers are: ____________________

5. In yearbook, club, or other group photos, who is usually smiling—males or females? __________

   Usually serious? __________

6. In school contests and elections, what officers, roles, or positions do male and female students usually hold? ____________________

7. What sports are offered to females? ____________________

8. Is the same amount of money spent on physical education and sports for both males and females?____

____

9. Do coaches for girls' teams get additional wages?______________________________

10. Fiction that is read in your English class usually indicates the main character to be ________________________ (male or female).

11. Textbooks in your school usually discuss the achievements and outcomes of_______________

________________________ (men, women, or a balance of both).

In Your Home

1. With regard to the following tasks, check who does what:

	Males	Females
a. Cooking	☐	☐
b. Cleaning	☐	☐
c. Shopping	☐	☐
d. Gift buying	☐	☐
e. Making dentist/doctor appointments	☐	☐
f. Bill paying	☐	☐
g. Car maintenance	☐	☐
h. Property maintenance	☐	☐
i. Child care	☐	☐
j. Laundry	☐	☐

2. Do your parents work outside the home? ______________________________

3. What are the hobbies or interests of the females in your home?

____

____

4. What are the hobbies or interests of the males in your home?

____

____

In the Church

1. Check who usually holds these positions:

	Males	Females
a. Minister/preacher/rabbi/priest	☐	☐
b. Council/vestry (the governing body)	☐	☐
c. Choir director	☐	☐
d. Organist	☐	☐
e. Sunday school teachers for these classes:		
Nursery	☐	☐
Primary	☐	☐
Intermediate	☐	☐
Junior high	☐	☐
Senior high	☐	☐
College age/young adult	☐	☐
Adult	☐	☐

In the Work World

1. **What jobs are usually held by women?** ______________________________

   ____

   ____

2. **What jobs are usually held by men?** ______________________________

   ____

   ____

3. **How many jobs can you name that have a balance of men and women employed in them?**

   ____

   ____

   ____

   ____

Learning (2)

Understand the impact of course selection upon future plans.

Exploring Your Future

From Martha Matthews and Shirley McCune, *Try It, You'll Like It: A Student's Introduction to Nonsexist Vocational Education*, Resource Center on Sex Roles in Education, U.S. Department of Health, Education, and Welfare, Washington, DC 20402, 1978.

Time. One week for research outside of class; approximately one week for oral reports and discussion.

Resources. "Exploring Your Future" discussion questions and career clusters list (both included).

Objectives

To help students begin to think in terms of specific career plans and the implications for course selection in high school.
To expand the number of career choices for each individual, remembering that the average person has seven job changes in his/her life.
To make students aware of the effects of sex stereotyping upon course selection and career choice.

Procedure. Have students follow directions on the "Exploring Your Future" sheet of questions about chosen occupations. They are to prepare an oral report to the class based upon the answers. Each report should include some information on the effect of sex-role stereotyping on the occupation, such as numbers of males/females selecting it, wage differential by sex, and opportunities for advancement for men and women.

Discussion Questions

Following the reports, class discussion can be centered around the following questions. (If preferred, individual students can prepare written reports on their selected occupations, focusing on one or more of these questions.)

The questions are designed to help students think more specifically about the effects sex stereotyping has in determining the choices that both females and males make in courses they enroll in and future careers they pursue.

1. Has sex-role stereotyping been a factor in how both men and women participate in our labor force in terms of specific jobs they look for or obtain? How?

2. Do many women work in our society today? Do you think that most of these women work to help support families or just for extra spending money?

3. What is meant by a nontraditional career? Class? Give some specific examples.

4. Why is it important that more men and women pursue careers and courses that are considered nontraditional for their sex?

5. Is it difficult for males and females to enroll in nontraditional classes? Why or why not?

6. Why is it important that all students pursue classes that help them develop their interests and abilities, rather than attend classes that have been considered in the past to be "appropriate" for their sex?

Exploring Your Future

Select from the list of career clusters (included) *three* careers that you feel you would be interested in pursuing. Go to the library, your school counselor, or any other source to research these occupations. After doing the preliminary research, select *one* that seems to be your top choice for a career. Continue your research on this one occupation and answer the following questions.

1. What are the major duties and responsibilities of persons working in this occupation?

2. What education and/or training is needed for entering the occupation?

3. What certification or licensing, if any, is required for entering or advancing in the occupation?

4. What personal traits are needed by persons in this occupation (like to work with people, enjoy detail work, etc.)?

5. What are the primary skills or abilities needed by persons in this job (strong math skills, organizational ability, etc.)?

6. What is likely to be the demand for services (employment potential)?

7. What range of wages or salaries can workers in this job expect?

8. In what industries or job settings would a person within this occupation be employed (large manufacturing plant, small store, outdoors, business corporation, farm, on or near water, schools, etc.)?

9. What working conditions (place of work, hazards, physical demands) are associated with this occupation?

10. Are persons within this occupation concentrated in certain geographical areas? If so, where?

11. Where can the necessary training for entering this occupation be obtained?

12. What possibilities are there for increasing skills and abilities and advancing in the occupation?

13. What things would you like most about this occupation?

14. What things would you dislike about this occupation?

Career Clusters

Fortunately, today there are many more options for young people when they begin to explore future occupations and careers. No longer are girls forced into certain careers and boys into others. Now, there is infinite variety in the types of careers open to all young people.

This list divides the world of work into eight career clusters. Each of these clusters is broken down into ten of its various jobs or occupations. Going over this material carefully will help you see the wide variety of careers available to you, as well as give you ideas about those you might want to pursue.

Occupational Clusters

Agribusiness and Natural Resources Occupations

Animal specialist
Farmer
Fish and game warden
Florist
Forester
Logger
Nursery worker
Park ranger
Soil conservationist
Veterinarian

Art, Design, Communications, and Media

Announcer
Commercial artist
Interior decorator
Interpreter/translator
Journalist
Photographer
Sign painter
Telephone operator
Television and radio repairer
Television camera operator

Construction and Transportation

Aircraft mechanic
Airline pilot
Architect
Auto mechanic
Carpenter
Construction worker
Electrician
Flight attendant
Train engineer
Truck driver

Health

Dental assistant
Dentist
Dietitian
Doctor
Medical secretary
Nurse
Pharmacist
Physical therapist
Speech and hearing clinician
X-ray technician

Industrial Production

Brewery worker
Custom sewer
Furniture upholsterer
General factory worker
Industrial engineer
Production manager
Safety inspector
Tool and die maker
Tool designer
Welder

Office and Sales

Auctioneer
Car salesperson
Computer programmer
Court reporter
Jeweler
Restaurant manager
Salesclerk
Secretary
Stock broker
Travel agent

Scientific, Technical, Mechanical, and Repair

Chemist
Engineer
Farm equipment mechanic
Forestry technician
Locksmith
Meteorologist
Microbiologist
Motorcycle mechanic
Shoe repairer
Surveyor

Service, Social Service, Social Science

Barber
Bartender
Cook
Counselor
Janitor
Lawyer
Mail carrier
Police officer
Psychologist
Teacher

Learning (2)

Understand the impact of course selection upon future plans.

Math Used in Jobs

From *Spaces: Solving Problems of Access to Careers in Engineering and Science*, developed by the Lawrence Hall of Science, University of California, Berkeley, CA 94720, 1982; based on Hal Saunders, *When Are We Ever Gonna Have to Use This?* Dale Seymour Publications, P.O. Box 10888, Palo Alto, CA 94303.

Time. 20 to 30 minutes.

Resources. "Ranking Sheet" and "Occupations List" (copies included).

Objectives

To make students more aware of the importance of math in their adult lives, especially at work.
To provide students an opportunity to enhance ordering, decision-making, cooperation, and estimating skills.

Directions. In this activity, students will find some answers to the often asked question, "When are we ever gonna have to use this?" The students will guess which mathematics skills are used most often in occupations. Explain to the students that the information was gathered by interviewing 100 people in a wide variety of jobs (one person from each job) to determine what kind of mathematics they actually use in their work. The 100 occupations are listed on the "Occupations List." Hand out the "Occupations List" and the "Ranking Sheet" listing the ten math skills.

Working Alone. The student's task is to rank the ten math skills listed according to how many occupations use this skill. Place number 1 by the math skill used most often, number 2 by the skill used second most frequently, and so on through number 10, which is the math skill used the least.

Working in Small Groups. After students have completed the task, have them form groups of three to five. Give each group a new ranking sheet. They now have a second opportunity to rank these math skills. This time they will be working with a small group of people, and the group will be asked to reach a consensus on each item. A decision process is most productive if it can make use of the resources of the group and resolve conflicts in a creative manner.

When the groups are finished, have one member of each group score the group ranking. Individuals can score their own sheets for comparison with the group.

To Score. Take the absolute value of the difference between the correct ranking and the one the group has given.

	Group Rank	Correct Rank	Difference
Example:			
Fractions	2	5	3

Add all the differences for a total score. The lower the score, the more accurate the ranking.

Discussion. Ask whether any individual had a lower score than the group score. Discuss the dynamics within the group. Discuss the actual occupations and how the math skills may be used in each occupation.

Extensions. Have students interview people in various careers to find out what type of math they use in their field. Students can then make a similar activity based on the information they collected.

Correct Rankings for Math Skills

Math Skill	*Percent of the Jobs Which Use This Skill*	*Rank*
decimals	100	1
calculators	98	2
percent	97	3
estimation	89	4
fractions	88	5
averaging	83	6
ratio and proportion	77	7
statistical graphs	74	8
formulas	68	9
basic geometric concepts	63	10

Ranking Sheet

Rank the ten math skills according to how many people in the following occupations said they used the skill. Place number 1 by the math skill used most often, number 2 by the skill used second most frequently, and so on through number 10, which is the math skill used the least.

Use of	*Your Answer*	*Actual Answer*	*Difference*	
fractions				
basic geometric concepts				
calculators				
formulas				
decimals				
averaging				
ratio and proportion				
estimation				
percent				Total Score
statistical graphs				

Occupations List

Accountant
Accounting systems analyst
Administrator: shopping mall
Advertising agent
Airline passenger service agent
Airplane mechanic
Airplane pilot
Air traffic controller
Appraiser (land)
Architect
Artist (graphic)
Attorney
Auditor
Auto mechanic
Bank teller
Biologist (environmental)
Carpenter
Carpet cleaner
Cartographer
Chiropractor
Computer programmer
Computer systems engineer
Contractor (general)
Controller (hospital)
Counter clerk (building materials)
Data processor
Dentist
Dietician
Doctor (general practicioner)
Drafter
Economist
Electrician
Electronics technician
Engineer (civil)
Engineer (electrical)
Engineer (electronic)
Engineer (industrial)
Engineer (petroleum)
Environmental analyst
Farm advisor
Fire prevention officer
Firefighter
Forestry land manager
Forestry recreation manager
Geologist (environmental)
Highway patrol officer
Hydrologist
Income tax preparer
Insurance agent
Insurance claims supervisor
Interior decorator
Investment counselor
Landscape architect
Librarian
Machinist
Manager: appliance store
Manager: temporary employment service
Marketing representative (computers)
Masonry contractor
Medical lab technician
Meteorologist
Motorcycle sales and repair
Navigator
Newspaper: circulation
Newspaper: production
Newspaper: reporter
Nurse
Oceanographer (biological)
Optician
Orthopedic surgeon
Painting contractor
Payroll supervisor
Personnel administrator
Pharmacist
Photographer
Physical therapist
Plumber
Police officer
Political campaign manager
Printer
Psychologist (experimental)
Publishing: order manager
Publishing: production manager
Purchasing agent
Radio technician
Real estate agent
Roofer
Savings counselor
Sheet metal/heating specialist
Social worker
Stock broker
Surveyor
Technical researcher
Title insurance officer
Travel agent
TV repair technician
Urban planner
Veterinarian
Waitperson
Wastewater treatment operator

High School

Learning (2)

Understand the impact of course selection upon future plans.

Odds on You

From Alice Kaseberg, Nancy Kreinberg, and Diane Downie, *Use EQUALS to Promote the Participation of Women in Mathematics*, Math/Science Network, the Lawrence Hall of Science, University of California, Berkeley, CA 94720, 1980.

Time. At least one class period.

Resources. Dice and copies of "Odds on You—Record Sheet," "Odds on You—Instructions," and "What Are the Odds" (optional). (Copies included.)

Objective

To make students more aware of the importance of mathematics to future educational and job options.

Overview

Seventh- through twelfth-grade students discover the importance of mathematics to educational and job options through this activity. "Odds on You" lets them experience a mathematical model of a real situation. More importantly, it lets them participate in the activity as a member of the opposite sex—to give them a better idea of the choices and outcomes available to their brothers, sisters, and friends. "Odds on You" is designed to show students the short-term effects of key decisions made during the ages of 15 to 24. To do this, it compresses a vast quantity of current statistical information into an activity that leaves some key decisions to chance. Here's how it begins:

1. Sex: Roll 1 die. Even number you are female, odd number you are male.

2. Parents' income:

Mother: Roll 1 die.		Father: Roll 1 die.	
1-2	She is not employed.	1	He is not employed.
3	Roll again.	2	He is not in the family unit.
4-6	She is employed.	3-6	He is employed.

Roll two dice and sum. Use this scale to determine the annual income for each employed parent. Use the same roll for both incomes.

Mother:	$2,000 x sum of dice
Father:	$4,000 x sum of dice

In Step 1, students confront a very real emotion. Some are delighted to be a boy. Some are disappointed to be a girl. Others are relieved to be their own sex. They should talk about these reactions.

Step 2 establishes a fact of life over which the students have no control—their parents' income. Yet, important information is readily apparent. Working women earn approximately 58 percent of that earned by working men. Many women work. A father is not always in the family unit. The mother is likely to be the head of household.

As the activity progresses, students move through the mathematics they take in high school to the electives section, where they experience typical sex-typed choices. They see an immediate reward for electing a course that provides them with a marketable skill, such as computer programming. Later in the activity, the experience points gained from these electives will affect their employment opportunities:

3. High School Electives

	Sum of Dice	*Course and Experience Points*
Female:	2	Computer Programming (200 experience points)
	3, 5, 9, 11	Typing, Bookkeeping, Accounting (50 experience points)
	4, 10	Art, Journalism, Music
	6-8	Home Economics
	12	Automotive, Drafting, Welding, Woodshop (150 experience points)
Male:	2-4	Typing, Bookkeeping, Accounting (100 experience points)
	5, 10	Computer Programming (150 experience points)
	6-8	Automotive, Drafting, Welding, Woodshop (100 experience points)
	9	Art, Journalism, Music
	11, 12	Home Economics

It takes students about one-half hour to go through the activity and understand its implications. It is best to do the activity in small groups and with opportunity for discussion.

While the audience for "Odds on You" is the secondary student, the activity is valuable for elementary teachers because it gives them a review of critical decisions that lie ahead for their students. It is also extremely effective when used with parents or an audience of educators from various disciplines and grade levels.

Special Notes to Teachers or Workshop Leaders

Thousands of statistics are available on what happens to young people as they pass through high school, post-high school opportunities, and eventually, to the job market. Many of these statistics are surprising, even shocking. Endless lists of numbers turn many young people off. This activity places students in a position of experiencing the statistics. They may drop out of school, get pregnant, and experience failure in getting a job, or they may take substantial math, get professional training, and become a highly paid specialist. The possibility of these outcomes occurring is based on the statistics describing what young people actually do with their lives.

The "Introduction" to the game will give you additional background about the "Odds on You" activity. Some of the background should be discussed with your students or participants before you begin the activity. Of particular importance are the following three items:

1. The activity reflects the decisions made by young people between the ages of 14 to 24.

2. The activity is a mathematical model of a real situation.

3. Participating in the activity as a member of the opposite sex is intended to give young people a better idea of the choices and outcomes available to their brothers and sisters or their girl- or boyfriends. *Encourage* students to look upon this aspect as a very important part of the activity.

Students should be allowed to work through the activity in small groups of three or four students. They should be encouraged to help each other and to discuss their results as they go along. Each student will need one pair of dice and copies of "Odds on You—Record Sheet" and "Odds on You—Instructions."

The activity ends with a salary determination. This should not be a young person's ultimate goal but, with the realities of inflation and the necessity for people to work today, a young person might as well work in a job that gives both satisfaction and a reasonable income.

Recording Information

As students finish "Odds on You," each one should record the indicated information on charts (headings shown below) placed on an overhead or a blackboard. This provides a quick visual comparison of results.

Female		
High School Math	Experience Points	Salary

Male		
High School Math	Experience Points	Salary

It is possible to change the outcomes in real life. Women do not have to settle for smaller salaries. Critical areas that can help include the following:

1. Mathematics taken in high school: Taking more math expands job options.

2. Elective choices in high school or post-high school education: Taking computer education or skill-building courses expands job options (see which courses give experience points in Section 4D).

3. Recreational activities: Many activities provide opportunities for learning skills and developing the ability to work with people. These help in getting a job.

4. Type of training or college major selected: Some very popular college majors provide little employment opportunity. Some types of vocational training offer excellent job opportunities.

5. Working in part-time jobs during the educational years: Part-time jobs should require considerable learning or on-the-job training for skills usable in future jobs.

6. Taking a nontraditional job: The larger salaries are in fields not ordinarily entered by women.

Notes and Questions for Discussion by Section

Section 1: Sex
Encourage students to accept the possibility of working through the activity as a member of the opposite sex. It is important that they understand others' options in life as well as their own.

Section 2: Parents' Income
Why might it be reasonable that the same roll of dice determines the income for both parents?

(Employment and income trends show that husband's and wife's incomes tend to be on similar levels within their sex-income range.)

Section 3: Your Income During High School
What jobs provide skills or training for the future? What are the differences in learning opportunities between working in a restaurant or a movie theater and working in a service station or on a road survey team?

Section 4: Your High School Education

A. Many students do not finish high school. Consider, for example, the following data* for persons not enrolled in school and not high school graduates as a percent of population for ages 14 to 24:

Black male	18.1%
Black female	18.9%
White male	9.9%
White female	11.0%

B. What is the likelihood of male and female students in your school system completing a fourth year of high school math?

C. Males and females have different reasons for continuing in math. Parental and peer expectations may play a large role in student decisions. Why are your students in mathematics?

D. What types of skills are learned in elective courses? Why would some electives be given high experience points while others few or none? Why might there be differences between males and females in number of experience points awarded for the same elective?

Section 5: Cast Your Fate to the Wind
A large number of students marry after high school. Ten percent of females ages 12 to 18 become pregnant. What happens after "they lived happily ever after"?

Be sure students record their job type (Type I, II, or III) when they go to the job market.

Section 6: Post High School
What is a G.E.D.? How do you get one?

What training is offered at a vocational school? Are there other ways to acquire this training without going to school?

Why might students with high family incomes have more choice (a second roll of dice) in what they do after high school?

Be sure students use the appropriate math category. If they are sent to the job market, they must record Type I, II, or III.

Section 7: Community College
Most universities and colleges require students to take several basic courses during their first two years. Many of these courses are also offered in community colleges. What are the relative costs of the two ways to take courses? How easy is it to transfer to a university after two years?

The Condition of Education, Washington, DC: National Center for Education Statistics, Vol. 3, Part I, Table 4.12, 1977.

How do vocational training courses at a community college differ from vocational schools? What are the advantages or disadvantages of the community college versus the vocational school?

Be sure to record Type I, II, or III if sent to the job market.

Section 8: College

A. Many college students are reluctant to take calculus, but without calculus, they limit the choices they have for college majors. Noncalculus students often end up in overcrowded fields and have difficulty finding jobs.

B, C, D. Be sure to record Type I, II, or III if sent to the job market.

Section 9: Armed Forces

A comprehensive set of tests that include algebra and geometry questions is given to new recruits in the armed forces to determine training programs. What effect would this training have on employment opportunities when one returns to civilian life?

Section 10: Out of the Labor Force

Many students will finish the activity at this section. Encourage them to reflect on their life situation at this point. They may be married, have a child, be on welfare, or be on unemployment. Do they want to enter the labor force? If so, what educational handicaps do they have? What opportunities are there to earn and learn a skill at the same time? What kinds of jobs are there for people with no skills at all?

Section 11: Vocational or Apprenticeship Training

Federal guidelines now require that an increasing percentage of women and minorities be hired on federally funded construction projects. For example, women had to have a 6.9 percent participation rate by March 31, 1981 on construction sites where federal monies were involved. Thus, opportunities in the trades are improving. The features of mobility, earning while learning, variety of work environments, and good pay are appealing to a growing number of young women.

Section 12: Job Market

Even with an advanced degree, many people experience difficulty in finding employment. Job opportunities vary widely with geographic location and local economic conditions. Consider the following projections for elementary and secondary teachers.

Supply and Demand Projections 1980-85*

School Year Ending	Supply of Beginning Teachers	Demand for Additional Teachers
1980	222,000	117,000
1981	218,000	129,000
1982	214,000	135,000
1983	208,000	145,000
1984	203,000	167,000
1985	196,000	181,000

***Martin M. Frankel (ed.), *Projections of Education Statistics to 1986-87*, Washington, DC: National Center for Education Statistics, Table 21, p. 64, 1978.**

Discussing Probability (Optional)

To better understand the exact probabilities of the outcomes, students can work through the "What Are the Odds" page. Then, the dice outcomes in the "Odds on You" activity can be converted into probabilities. This will give students a better idea about the relative likelihood of their taking certain math courses, going to college, etc. This is best accomplished in small groups where interaction about the probabilities can arise naturally. It is *not* recommended that students be assigned to convert the dice outcomes to probabilities as an individual task.

Students should review how their individual outcomes compare with the overall range of outcomes on any given roll of the dice. Was their outcome typical of other students?

To explore theoretical versus experimental probabilities, a total class summary of results can be compared with the given probabilities for a selection of the sections.

For example, suppose 60 students participate in "Odds On You." Approximately, 30 students would work through the model as females. In Section 4B the actual results for these 30 females might differ considerably from the theoretical results (see following chart). This provides a link between the "Odds On You" and important concepts in probability for the high school and postsecondary students.

Dice sum	Math Taken	Percent Probability	Results for a Class of 30 Females	
11	No math	5%	0/30	0%
6, 10	General Math	22%	5/30	17%
8, 9	Algebra I	25%	7/30	23%
2, 7, 12	Geometry	23%	9/30	30%
4, 5	Algebra II	19%	8/30	26%
3	Calculus or fourth-year math	5%	1/30	3%
		(Theoretical)	(Experimental)	

Solutions to "What Are the Odds?"

When one die is rolled, each face is equally likely. There is one chance in six of a particular face turning up (16.7% each face).

For two dice, the sums are not equally likely, as the following table indicates.

Sum	Frequency of Occurrence	Percent
2	1	3%
3	2	5%
4	3	8%
5	4	11%
6	5	14%
7	6	17%
8	5	14%
9	4	11%
10	3	8%
11	2	5%
12	1	3%

Odds on You: Record Sheet

Use this page to record your results.

Tally Experience Points Here
Sections 3 ________
4 ________
7 ________
9 ________
11 ________
Total ________

1. Sex: Male ____ Female ____

2. Parents' income:
   Employed mother ____________ Annual income ____________
   Employed father ____________ Annual income ____________
   Total: ____________

3. Your income during high school: Do you work? ______ Annual Income ____________

4. Your high school education:
   A. Graduate ____________
   B. Math experience ____________
   C. More math? ____________
   D. Electives
   (1) ____________
   (2) ____________

5. Cast your fate to the wind: Married? ______ Pregnant? ______

6. Post high school: Circle your next step.
   Armed forces
   Community college
   Vocational school
   Job market, type ____
   Out of labor force
   College

7. Community college training

8. College:
   A. Major: requires calculus? ______ requires no calculus? ______
   B. Graduate? ______
   C. Out of labor force ______ Armed forces ______ Job market, type ______
   D. Further degree? ______

9. Armed forces ____________

10. Out-of-labor-force status ____________

11. Vocational training ____________

12. Job Market: Type I Type II Type III
    A. Delay in finding work ______ B. Kind of job ____________
    C. Salary ____________

Are you satisfied with how chance decided your fate?

What decisions made with the dice in this game can you make for yourself?

____

____

____

You have probably already made several decisions about your life. If you have time, go back through the activity and make your own decisions without the dice. Use the dice for decisions from Section 6 to the end. Do you now come out with a more satisfactory job and salary?

Odds on You—Instructions

Introduction. Our lives are filled with decisions. Some seem very important at the time but have little lasting effect. Others do not seem important at all and yet may have a major impact on our lives. "Odds on You" highlights some important decisions or turning points in your career development. The activity is not intended to predict your future life, but by starting with your academic goals and experiences, you might get an idea of what some possibilities are for your near future.

"Odds on You" uses a mathematical model. Mathematical models are common in fields such as business, economics, urban planning, science, and medicine. With the growing use of computers, mathematical models are becoming more common in other fields as well.

The following is an example of how a mathematical model is commonly used:

> Suppose you work as a buyer for a shoe store. It is time to order the spring shoe selection. Several styles are available in sizes 4 to 10. Should you buy 100 pairs of each size? Why or why not? If you wear a common or average size, think back to how hard it is to find sale items that fit you.
>
> It is anticipated that some will answer that 100 pairs of each size is a good order. Others will, correctly, argue that the number of people wearing each size is not the same, and that relatively large quantities of middle sizes (6, 7, 8) and very few of the other sizes (4, 5, 9, 10) should be purchased. A good model will predict the number of shoes of each size the buyer needs to purchase.

To give a realistic view of what can happen to you and other students after high school, all decisions in "Odds on You" (those you make in real life) are left to chance (rolling of dice). The outcomes of these chance decisions are, however, based on statistics about young people. If you are female, there are four chances in ten that you will become pregnant during the ages 14 to 19. The outcomes in the "Cast Your Fate to the Wind" section (item 5) reflect this statistic. If you are male, there is more than a 90 percent chance that you will be fully employed during most of your life. If you are female and over 16 years of age, there is a 60 percent chance that you will be working at any given time. A woman can expect to work an average of 22.9 years. These are the types of data from which the "Odds on You" model was developed.

Line-by-Line Instructions

Go through each section in order unless directed to skip. Keep track of your results on the "Record Sheet." The symbol → means "go to Section ______."

1. Sex: Roll 1 die. Even number you are female, odd number you are male.

2. Parents' income:

Mother:	Roll 1 die.	Father:	Roll 1 die.
1-2	She is not employed.	1	He is not employed.
3	Roll again.	2	He is not in the family unit.
4-6	She is employed.	3-6	He is employed.

If either or both parents are employed, roll two dice and sum. Use this scale to determine the annual income for each employed parent. Use the same roll for both incomes.

Father: $4,000 x sum of dice = annual income for father
Mother: $2,000 x sum of dice = annual income for mother

3. Your employment during high school:

Female:	Roll 1 die.	Male:	Roll 1 die.
1-2	Employed.	1-3	Employed.
3-6	Not employed.	4-6	Not employed.

If you are employed, roll two dice and sum. Then calculate the annual income.

Employed female: $300 x sum of dice = annual income

Employed male: $480 x sum of dice = annual income

Bonus: If sum of dice was more than 8, collect experience points: 100 if female, 200 if male. Record in box on "Record Sheet."

4. Education in high school. Do sections A, B, C, and D unless directed elsewhere.

4A. High School:	Roll two dice and sum.
2-3	Graduate, top 8 percent of class (50 experience points)
4-8, 10-12	Graduate
9	Drop out of high school. Go directly to Section 5 (→ 5).

4B. High school math: Roll two dice and sum to determine your math experience.

Female:		Male:	
11	No math	12	No math
6, 10	General math	7	General math
8, 9	Algebra I	5, 9	Algebra I
2, 7, 12	Geometry	3, 6	Geometry
4, 5	Algebra II	8, 10, 11	Algebra II
3	Calculus or fourth year math (Record 100 experience points)	2, 4	Calculus or fourth year math (Record 100 experience points)

4C. High school math: Your determination to continue in math depends on many factors. See if you have any special reason to take more mathematics. Roll two dice and sum.

Female:		
2	A teacher encourages you in junior or senior high.	→ Repeat Section 4B and take the higher math of your two tries. Then go on to Section 4D (→ 4D).
3	You took algebra in the eighth grade.	
4	You enjoy math.	
5	You have a clear career goal.	
6-12	No reason to take more math.	Go on to Section 4D (→ 4D).

Male:		
2,3	Your parents encourage you.	→ Repeat Section 4B and take the higher math of your two tries. Then go on to Section 4D (→ 4D).
4	You have a career goal.	
5	You are good at math.	
6	Your parents expect you to take math.	
7-12	No reason to take more math.	Go on to Section 4D (→ 4D).

4D. **High school electives: Roll two dice and sum. Select first elective based on this roll. Roll again and select a second elective. Record your experience points in the box on the "Record Sheet."**

Female:

2	Computer Programming (200 experience points)
3, 5, 9, 11	Typing, Bookkeeping, Accounting (50 experience points)
4, 10	Art, Journalism, Music (25 experience points)
6-8	Home Economics (25 experience points)
12	Automotive, Drafting, Welding, Woodshop (150 experience points)

Male:

2-4	Typing, Bookkeeping, Accounting (100 experience points)
5, 10	Computer Programming (150 experience points)
6-8	Automotive, Drafting, Welding, Woodshop (100 experience points)
9	Art, Journalism, Music (25 experience points)
11, 12	Home Economics (25 experience points)

5. Cast your fate to the wind: Roll two dice and sum.

Female:

2, 12	Get married (then roll one die).	1-4 → 10. 5-6 → 6.
3-6	Get pregnant (then roll one die).	1-3 → 10. 4-6 → 6.
7-11	→ 6.	

Male:

2-3	Get married (go directly to Section 12B, Job Market, as Type I).
4-12	→ 6.

6. Post-high school: Roll two dice and sum. Find out what you do after high school based on the appropriate math category determined in Section 4B.

If your parents and you together earn over $28,000 per year, take an extra roll and choose the result you prefer within your math category.

A. High School Dropout

2-3	Get G.E.D. (→ 6C)
4	You are out of the labor force. (→ 10)
5-9	Go to the job market, Type I. (→ 12)
10-12	Go to armed forces. (→ 9)

B. No math

2-3	Go to armed forces. (→ 9)
4	You are out of the labor force. (→ 10)
5	Go to vocational school. (→ 11)
6-10	Go to job market, Type I. (→ 12)
11-12	Go to community college. (→ 7)

C. General Math or Algebra I

2-5	Go to community college. (→ 7)
6-7	Go to job market, Type I. (→ 12)
8	Go to armed forces. (→ 9)
9-10	Go to vocational school. (→ 11)
11	You are out of the labor force. (→ 10)
12	Go to college. (→ 8)

D. Geometry or Algebra II

2-5	Go to college. (→ 8)
6-8	Go to community college. (→ 7)
9-10	Go to job market, Type I. (→ 12)
11	Go to vocational school. (→ 11)
12	Go to armed forces. (→ 9)

E. Calculus or Fourth-Year Math

2	Go to job market, Type I. (→ 12)
3-9	Go to college. (→ 8)
10-12	Go to community college. (→ 7)

7. Community college: Roll two dice and sum.

Female	Male	
2-5	2-5	Take college credit courses, transfer to college in two years. (→ 8)
6-8	7	Take vocational training courses, no additional math. Go to job market, Type I. (Take 200 experience points.) (→ 12)
9	6	Take math missed in high school and continue in college credit courses. (→ 8)
10	8-10	Take math and vocational training courses. Go to job market, Type II. (Record 300 experience points.) (→ 12)
11-12	11-12	Go to job market, Type I. (numerous reasons) (→ 12)

8. College

8A. College major: Roll two dice and sum. Use your high school math category. **Note:** In many universities, up to 75 percent of all possible majors require calculus, including science, economics, business, engineering, and premedicine. Traditionally noncalculus majors (librarianship, music, elementary education, literature, and history) are being strongly influenced by computers and, hence, mathematics.

	Female	Male	
General Math	2-11	2-11	Major requires no calculus.
or Algebra I	12	12	Major requires calculus.
Geometry	2-10	2-9	Major requires no calculus.
or Algebra II	11-12	10-12	Major requires calculus.
Calculus or	2-9	2-8	Major requires no calculus.
Fourth-Year Math	10-12	9-12	Major requires calculus.

Bonus: If you took high school Algebra II or beyond, take another roll of the dice and see if you can get into a calculus major.

8B. College graduation: Roll two dice and sum.

Female	Male	
4-7	4-6	Did not graduate. (→ 8C)
2, 3, 8-12	2, 3, 7-12	Graduate. (→ 8D)

8C. Did not graduate: Roll two dice and sum.

Female	Male	
2-4, 7-12	2-8, 10-11	Go to job market, Type I. (→ 12)
5-6	12	Out of labor force. (→ 10)
----	9	Go to armed force. (→ 9)

8D. You graduate! In Section 8A, you determined whether your major needed calculus. Use the major now to find out what you do after college.

Major required calculus:

Female	Male	
2-7, 12	2-7	No further degree. Go to job market, Type III. (→ 12)
8, 10	8-10	M.A., Ph.D., or professional degree. Go to job market, Type III. (→ 12)
9	11	No further degree. Out of labor force. (→ 10)
11	12	M.A., Ph.D. Out of labor force. (→ 10)

Major required no calculus:

Female	Male	
2-4, 7, 9	2-4, 8, 9	No further degree. Go to job market, Type II. (→ 12)
5-6	10	No further degree. Out of the labor force. (→ 10)
8, 10	5-7	M.A., Ph.D., or professional degree. Go to job market, Type II. (→ 12)
11-12	11-12	M.A., Ph.D. Out of labor force. (→ 10)

9. Armed forces: Roll two dice and sum.

Female	Male	
2-7	2-6	Stay initial enlistment period (three to four years). (Record 200 experience points.) Go to job market, Type I. (→ 12)
8-10	7-9	Re-enlist, three to four years. (Take 250 experience points.) Go to job market, Type II. (→ 12)
11-12	10-12	Stay 20 years and retire with a pension of $14,832/yearly. Go to questions at end of "Record Sheet."

10. Out of labor force: Roll two dice and sum.

Female	Male	
6-8	4-8	Go to job market, Type I, at least 25 years of your life. (Type II if you have calculus). (→ 12)
4-5	3, 9	Unemployed, not eligible for compensation. This is your life, well past the age of 24. What are your options now? Go to questions at end of "Record Sheet."
2, 3, 9-12	2, 10-12	Other unpaid positions. What might these be? What are your options now? Go to questions at end of "Record Sheet."

11. Vocational school or apprenticeship training: Roll two dice and sum.

Female	Male	
4-5	2	Service training (Take 200 experience points.)
6-8	3	Clerical training (Take 200 experience points.)
3	10-12	Fire or police protection (Take 300 experience points.)
2	4, 6	Mechanic or repair (Take 300 experience points.)
9-10	9	Health occupations (Take 300 experience points.)
11	8	Machining, printing, industrial (Take 300 experience points.)
12	5, 7	Electrical, carpentry, plumbing (Take 300 experience points.)

Now, go to job market, Type I. (→ 12)

12. Job market: First, you need to find out how long it takes you to get a job (12A). Then you will use your Type I, Type II, or Type III in the job category section (12B).

12A. Delay in finding a job: Roll two dice and sum.

School Dropout

Female	Male	Delay
2-7	2-6	one to four weeks
8-9	7-8	five to 14 weeks
10	9, 11	15 to 26 weeks
11-12	10, 12	more than 27 weeks

High school graduate

Female	Male	Delay
2-6	2-6	one to four weeks
7-8	7-8	five to 14 weeks
9-10	9-10	15 to 26 weeks
11-12	11-12	more than 27 weeks

Education beyond high school

Female	Male	Delay
2-6, 9	2-6, 10	one to four weeks
7, 8, 10	7-9	five to 14 weeks
11-12	11-12	15 to 26 weeks

For every 400 experience points you have, cut four weeks off delay time in finding a job.

12B. Jobs: If you are Type I and have 400 experience points, go on to Type II.

Type I: Roll two dice and sum.	Female	Male
Clerical (secretary, clerk)	4-6	4
Service Work	10-12	3, 9
Professional, Technical	8	6
Operative (machine operator, drivers)	9	7
Sales	7	10
Managerial, Administrative	2	5
Laborers	—	11
Craft Worker	—	8
Transportation, Agriculture, Private Household, Other	3	2, 12

Type II: Roll two dice and sum. (Includes educators)	Female	Male
Clerical	8-9	—
Service	2-4	4
Professional, Technical, Educator	6-7	6-7
Operatives	11	3, 5
Managerial, Administrative	5	8-9, 12
Sales	10, 12	2
Craft Workers	—	10-11

Type III: Roll two dice and sum. Professionals (Excludes educators)	Female	Male
Scientist	3, 11, 12	2, 3
Engineer	6	5, 9
Physician	10	4
Others (Veterinarian, C.P.A., M.B.A., Dentist, Pharmacist)	7-9	6-8
Lawyer	2, 4, 5,	10-12

12C. Salary

Salary is determined by your training, your experience, and your education. These salaries represent national average *starting* salaries (1981).

	Type I		Type II	
	Female	Male	Female	Male
Clerical	$ 9,900	$15,900	$11,100	$17,500
Service	7,500	13,400	8,000	14,000
Professional, Technical	12,600	18,300	14,800	22,800
Operative	9,000	14,700	9,000	14,700
Sales	7,200	17,300	9,500	22,500
Managerial, Administrative	10,800	19,200	17,400	27,500
Laborer	—	13,400	—	—
Craft Worker	—	17,800	—	18,600
Transportation, Agriculture, Private Household, Other	9,100	17,000	—	—

	Type III	
	Female	Male
Engineer	24,000	24,000
Physician	26,000	28,000
Scientist	19,000	20,000
Lawyer	20,000	22,000
Other	18,000	20,000

What Are the Odds? (Optional)

When you roll one die, how many different ways can the die come up? ____________________

This means that the chance of getting one particular number is ____________________

What percent is this? ____________________

When you roll two dice and add them, what are the possible sums? ____________________

Are the sums equally likely? (Is an 11 as common as a 6?) ____________________

Use the next two activities to find or check your answer.

List all the 36 possible outcomes for two dice here:

1, 1	1, 2	1, 3	___	___	___
2, 1	2, 2	___	___	___	___
___	___	___	___	___	___
___	___	___	___	___	___
___	___	___	___	___	___
___	___	___	___	___	___

Use your list above to find out how many ways each sum comes up.

Sum	Number of Ways	Percent*
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Are the sums equally likely?

*Percent is the number of ways for each sum divided by the total possible ways (outcomes), 36.

Learning (2)

Understand the impact of course selection upon future plans.

Self-Awareness Assessment

From *Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities*, California State Department of Education, P.O. Box 271, Sacramento, CA 95802, 1979.

Time. Approximately 10 to 15 minutes.

Resources. None.

Objective

To identify interest in nontraditional occupations.

Procedure. Answer each of the following questions to the best of your ability. There are no right answers. This exercise is designed to help you identify your own interests.

		Yes	No	Don't Know
1.	Are you physically fit?			
2.	Do you feel comfortable working with tools?			
3.	Do you like to fix things around the home?			
4.	Would you be willing to work in conditions in which you would get dirty?			
5.	Do you like to work with wood or metal or machines?			
6.	Would you like to work outside, even in poor weather?			
7.	Do you like to work on physically active projects?			
8.	Would you mind traveling long distances or over a period of several weeks at a time on the job?			
9.	Would you like to give other people directions and supervise their work?			
10.	Do you like to deal with problems that require math to solve?			

Comments

Even though there are no correct answers to the questions, "Yes" responses are typical for traditional male occupations. Therefore, if you are a female, the greater the number of "Yes" responses you gave, the more likely you might be interested in a nontraditional occupation for your sex.

Learning (2)

Understand the impact of course selection upon future plans.

Trades, Tradition, and Today

From Josephine Jarvist, *Fair for All: Schools Celebrate Equity*, The Network, Inc., 290 S. Main St., Andover, MA 01810, 1983.

Time. Preparation—1½ months; event—2 hours.

Resources. None

Objective

To make students and their parents aware of what it is like to work in a nontraditional job.

Number of Participants. Seven to 12 students and their parents.

Instructions. Create an "action team" (consisting of building principal, Title IX coordinator, two parents, two teachers, and two students) concerned with "nontraditional" enrollment in the vocational/technical areas.

The purpose of the team is to inform both students and parents about the many job opportunities in the trades, especially for "nontraditional pioneers." Create an opportunity for both students and parents to meet and talk with adult role models in each trade area. The tradespeople will be asked questions such as, "What's it really like being a male secretary?" or "Are you the only women on the construction team?" or "How are you treated by male carpenters?"

Description. Students from the junior high and high school and their parents will be invited to attend an evening event entitled, *Trades, Tradition, and Today.*

A nontraditional worker, i.e., a woman power mechanic and a male nurse, will be invited to each vocational/technical area in the school.

Preparation. Members of the action team will telephone nontraditional workers and invite them to be role models at the open house. All the vocational instructors should make their areas particularly inviting by displaying student-made projects. Students taking nontraditional classes will serve as guides for the parents and students attending the event.

School and Classroom Activities. After a general introduction to the event, parents and students will go to three trade areas of their choice. In each department, the instructor and the nontraditional worker(s) should be present. Parents and students need to see the work area as well as student-made products and have their questions answered about employment and training opportunities in vocational areas.

Understand the impact of course selection upon future plans.

You've Come A Long Way, Baby?

From *WINC (Women in Nontraditional Careers) Curriculum Guide*, Women's Bureau, U.S. Department of Labor, Washington, DC 20402, 1984.

Time. One class period to develop survey instrument.
One week to conduct survey.
One class period to tally results and discuss their implications.

Resources. "WINC Sample Questions—Peer Interviews" (copy included).

Objectives

To increase understanding of peers' attitudes toward careers and career planning.
To learn how well those attitudes match statistical reality.

Procedure

1. Have students develop a short (one-page) questionnaire that they can use to survey their friends. The kinds of information sought should get at levels of awareness about work, particularly women and work facts—as reflected in career plans.

   See "WINC Sample Questions—Peer Interview" for ideas but encourage students to generate additional questions.

2. Have each student in the class fill out the questionnaire. Collect completed questionnaires. Later, class results can be compared with the results of the general survey.

3. Have each student survey 10 friends. Allow one week, or less if possible, for students to gather the 10 completed surveys.

4. Tally the results as a class activity or assign a small group of studnets the responsibility of tallying. When the total numbers of different responses are gathered, figure percentages of different responses. (Percentages are more useful as data.)

5. Discussion should attempt to draw some general conclusions about how aware male and female high school students are about their work futures and how well they are preparing for real employment conditions.

WINC Sample Questions—Peer Interviews

1. Age ______________ ☐ Male ☐ Female

2. Year in school ☐ 9 ☐ 10 ☐ 11 ☐ 12

3. What do you plan to do right after you graduate from high school?

   ☐ go to a community college

   ☐ go to a four-year college

   ☐ other training program

   ☐ get a job

   ☐ get married

4. What are your top three career choices?

   1st choice ______________________________

   2nd choice ______________________________

   3rd choice ______________________________

5. Realistically, what do you think your chances are of reaching your career goal?

   ☐ Strong chance

   ☐ 50-50 chance

   ☐ Little chance

6. What are you doing now to prepare for your career choice?

   ____

   ____

7. How much math are you planning to complete in high school?

   ____

   ____

8. How much science are you planning to complete in high school?

   ____

   ____

9. Approximately how many years of your life do you think you will work?

☐ 0–5 years ☐ 11–15 years ☐ 21–25 years

☐ 6–10 years ☐ 16–20 years ☐ 26+ years

10. Do you plan to marry? ☐ Yes ☐ No

11. If, yes, at what age do you plan to marry?

☐ 18–20 ☐ 26–30

☐ 20–25 ☐ 31+

12. Do you plan to have children? ☐ Yes ☐ No

13. If yes, how many children do you plan to have? _____

14. When you are raising your children, what will your work plans be? (Specify options.)

____

____

____

____

Learning (3)

Understand rights and responsibilities covered by pupil nondiscrimination laws.

Equity Questionnaire

From *The Catalyst Training Package: Increasing Options for Rural Youth*, Washington County Youth Services Bureau, Inc., Montpelier, VT 05602, 1982.

Time. Approximately ten minutes or one class period (if this is the only activity used).

Resources. Copies of questionnaire (sample included).

Objective

To assess student knowledge of pupil nondiscrimination requirements.

Procedure. Distribute questionnaire to students to complete prior to pupil nondiscrimination unit/activities. Assess which areas have greater number of "No" answers so you'll know what needs the most attention. Design remaining activities accordingly.

Note: After completing other activities under this competency, students could take this survey again as a post-test to measure knowledge gained. If this is the only activity used, discuss each item after students have completed the survey.

Equity Questionnaire

Questions	Yes	No
1. Are you aware of the existence of a federal law prohibiting sex discrimination in public schools?		
2. Do you know what sexism is?		
3. Are you aware of any sex discrimination at your high school? If so, in what areas?		
4. Are you aware that there are career education services at your high school?		
5. Do you think that females are encouraged in one direction and males in another direction in career choices at your high school?		
6. Do you feel that there is athletic equality at your school? For instance, do males and females have the same access to locker rooms, equipment, and athletic activities?		
7. Are there courses at your school open only to males or only to females? If so, what are they?		
8. Are males and females treated equally in school courses (in assignments, class activities, use of materials, equipment, and facilities)? If not, in what areas do you see inequality?		
9. Have you ever heard of Title IX? If so, what is it?		
10. Do you know the Title IX coordinator for your school district?		
11. Would you know how to file a complaint if you felt there was sex discrimination at your high school?		
12. Would you attend a workshop about sex discrimination (including federal laws, student rights, and community awareness) if it were offered in your town?		

Learning (3)

Understand rights and responsibilities covered by pupil nondiscrimination laws.

Protecting Your Rights

From Martha Matthews and Shirley McCune, *Try It, You'll Like It: A Student's Introduction to Nonsexist Vocational Education*, Resource Center on Sex Roles in Education, U.S. Department of Health, Education, and Welfare, Washington, DC 20402, 1978.

Time. Two weeks outside of class for students to investigate in depth. **Note to teachers:** You may want to assign questions to groups of students or limit the number of areas being investigated.

Resources. None.

Objectives

To apply knowledge of state and federal pupil nondiscrimination requirements to students' own high school setting.
To further understand the subtleties of sex discrimination.

Procedure. Use the questions provided to review policies, practices, and procedures in your school. Each question summarizes part of the requirements under state and federal pupil nondiscrimination laws, so the answers must all be "Yes."

If you find "No" answers to some of the questions, you may want to bring this to the attention of the principal or the district's Title IX coordinator.

Sometimes illegal discrimination isn't limited to examples on a printed page—sometimes it can exist in your own school or community. It may be present without anyone intending it, but even if it's unintended it may limit your opportunities or the opportunities of other people around you. To protect your opportunities, you should work to become aware of the ways in which people in your school or your community may be discriminated against or treated differently due to sex, race, or handicap. Identifying discrimination is the first step in correcting it.

Some of the questions you might use to identify sex discrimination in your school are listed below. (You may ask similar questions to identify discrimination based on race or handicap.)

The following questions apply especially to all vocational education courses or programs.

1. Are graduation requirements the same for females and males?

2. Do course descriptions or catalogues make it clear that all courses are open to students of both sexes?

3. Are female and male students assigned to vocational education course sections or groupings on a coeducational basis?

4. Are classroom assignments and requirements made on the basis of the interests or needs of students rather than on the basis of sex?

5. Are female and male students evaluated in the same ways on course and classroom performance?

6. Do all counselors encourage all students to make course and personal decisions on the basis of their individual abilities, interests, and values rather than on the basis of sex?

7. Are on-the-job training assignments made without regard to sex of the student?

8. Are all school listings of jobs or referrals of students to employers made without regard to sex?

9. Are all benefits (insurance, scholarships, awards) available to female and male students on an equal basis?

10. Are extracurricular activities or school-sponsored events open equally to female and male students?

Learning (3)

Understand rights and responsibilities covered by pupil nondiscrimination laws.

Sexual Harassment Workshop: Activities for Two to Five Days

From *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools—A Curriculum and Guide for School Personnel*, Massachusetts Department of Education, 1385 Hancock St., Quincy, MA 02169, rev. 1986.

Time. Varies from two to five days.

Resources. Two day and five day curriculum unit outlines (included); activities and materials for the above units; "No Laughing Matter" videotape, "It's Not Funny if It Hurts," and "Think About It . . . It Won't Go Away" filmstrips/audio cassettes (available from Sex Equity Program, Wisconsin Department of Public Instruction, 125 S. Webster, P.O. Box 7841, Madison, WI 53707); large sheets of paper and marking pens; and information sheet on legal responsibilities of schools (included).

Objectives

To encourage students to clarify their definitions of sexual harassment and articulate the differences between sexual harassment and flirtation.
To provide students with information that corrects prevalent myths related to sexual harassment.
To inform students of their legal rights and responsibilities.
To help students learn to respond to sexual harassment when it occurs.
To promote an understanding of the dynamics of sexual harassment as a social problem.

Background Information for Counselor or Teacher

Research confirms that sexual harassment is a widespread problem in both schools and workplaces. School administrators are legally responsible for preventing it (s. 118.13, Wis. Stats.) and risk costly lawsuits if they neglect this responsibility. Sexual harassment is a denial of equal educational and economic opportunity and may have severe social and emotional consequences. Many high school students have already experienced sexual harassment in school or at their jobs, and others are likely to encounter it in college or post-graduation jobs.

Women in all age groups, including the over 55 category, reported significant amounts of sexual harassment in a U.S. Merit Systems Protection Board survey of federal workers. However, young women entering the work force appear to be sexually harassed most often. In this same survey, women in the age 16-19 category reported the highest incidence of sexual harassment of any group. *The fact that young women seem to be the most frequently chosen targets of sexual harassment increases the importance of teaching them ways in which to respond to the problem while they are still in high school.*

Several factors converge to increase the vulnerability of young women. Two such factors are their lack of strong work histories and their concentration in positions of low status. For example, a young woman may consider a training position she has obtained to be very important, but at least until she has completed the training she is "expendable" in the employer's eyes. Her position makes her extremely vulnerable.

No one can be faulted for lacking work experience, having low status in the workplace hierarchy, or wanting to be in a training program; these are not reasons for sexual harassment. Yet these characteristics of young workers combined with the myth that young women are "always" seductive of older men, add to younger women's vulnerability and lack of protective resources.

It is important to analyze ways in which young women become the victims of sexual harassment rather than blaming them for their vulnerability to sexual harassment. Women who have been sexually harassed while enrolled in training programs for jobs nontraditional for their sex, for example, have received comments such as the following: "You asked for it, didn't you, wanting to do a man's job?" (Of course, *no* job is inherently male or female.) Instead of recognizing that a women entering a field nontraditional for her sex is particularly vulnerable and may need special services, or that the men may need some preparation, the speaker blames the woman for the men's reactions.

Young men and women must learn to recognize the erroneous sort of reasoning exemplified by the above statement. This kind of error is called "blaming the victim." *Unless students are sensitized to the realities of sexual harassment, young men may mistakenly blame their girlfriends or, in the future, their wives or fellow workers, rather than helping them and holding the harasser responsible for his actions.* Instead, young men (and women) should be helped to recognize the underlying causes which support and encourage harassment.

Young women may blame themselves. When they do, they internalize the "blaming the victim" myths. This self-blame is extremely damaging; it intensifies a woman's emotional distress and prevents her from taking action or finding support.

Finally, students must learn that sexual harassment is a kind of behavior that cannot be tolerated in either schools or workplaces, and that it is illegal in both places. It is crucial to sensitize young men to the severe effects their seemingly "innocent" actions may have on women and to help them understand the difference between sexual harassment and flirtation. Such behavior represents unacceptable educational performance. As stated by Ronald Fitzgerald, Superintendent-Director of Minuteman Regional Vocational Technical School District (Lexington, MA):

> Educators are responsible for ensuring that sexual harassment and other forms of discrimination are as unacceptable as failing a written final examination in a course. Otherwise, schools will not be fulfilling the task of building positive citizenship skills by interrupting despicable cycles of harassment and discrimination.

These materials and activities have been designed to be included with coursework on related issues such as sex stereotyping, workers' rights, and violence in American culture. One goal of the sexual harassment curriculum is to enhance or supplement the curriculum in these and other related courses.

Finally, these activities and materials are designed to encourage learning the basic skills of writing, speaking, and the presentation of rational arguments, in the context of teaching students about a topic of immediate interest to them.

Where to Use These Materials

Where it is appropriate to use these materials will differ in each school.

- Social studies courses such as social problems, sociology, women's studies
- "World of Work" or other career education courses
- Health courses
- "Related" courses for vocational school students
- Support groups for students enrolled in classes nontraditional for their sex
- Workshops, assemblies, or related student council meetings convened to explain a student discipline code or school policy on sexual harassment
- Specialized workshops organized for those students from several classes who are interested in the subject or who may be particularly affected by sexual harassment
- Any other course, minicourse, or group guidance sessions in which issues such as peer relationships, masculinity and femininity, changing roles of women in the work force, violence in American culture, or workers' rights are discussed

Tips on Presentation

Based on previous presentations of this material to students in workshops and classes, the following are tips and perspectives for educators who want to use these activities:

- Students find it easier to begin talking about this very complicated issue by sharing their perceptions of the kinds of sexual harassment that happen in schools. For this reason, the curriculum activities that follow are sequenced with the assumption that the teacher will first discuss sexual harassment in school and then sexual harassment in the workplace.
- Discuss thoroughly the definitions of sexual harassment and the "myths and realities" about the issue. This background is necessary for any substantial discussion of the topic.
- Create an atmosphere that accepts differences between students, and between students and teachers. Because the definition of sexual harassment incorporates a subjective perspective—those behaviors that are unwanted by the victim—and because different people respond differently to different behaviors, students must come to hold reasonable views that reflect their own life situations and personal and cultural backgrounds, while respecting those of others whose personal and cultural backgrounds are different.
- The presence of students, particularly males, who have been trained as co-leaders of curriculum activities about this topic, may help diffuse some anxiety and defensiveness. In the pilot test year, the students trained as co-leaders of workshops on sexual harassment conducted for students were very effective.
- In some schools, teachers or administrators are wary of talking about the sexual harassment that takes place in school, and they are especially wary of discussing sexual harassment of students by

adults. In fact, many administrators are sympathetic to addressing the issue because of their legal responsibility for preventing sexual harassment and because of their concern for students. Therefore, they are looking for careful ways to present the issue. If it is necessary to convince others of the appropriateness of talking about sexual harassment before introducing the topic into the curriculum, the following are some approaches to use:

—Discuss the legal responsibilities and liabilities of schools. (Information sheet included.)

—Present the arguments at the beginning of this section for teaching high school students about sexual harassment.

—Note that these curriculum activities and materials have been designed to help prevent both student-to-student and staff-to-student sexual harassment. Although activities about in-school sexual harassment are focused on student-to-student incidents, because these appear to occur more frequently than staff-to-student incidents, they encourage early reporting of all incidents regardless of the perpetrator. Such early reporting allows administrators and guidance counselors to intervene in instances of "confused signals" between students and staff to clarify the situation. In cases of actual problems, early intervention may prevent an escalation of the situation to more serious difficulties.

—These activities stimulate discussions of a number of related topics such as sexual pressure on dates, other forms of sex discrimination, and other kinds of violence against women. Of course, which discussions occur will depend on how comfortable students feel with one another, what kind of class it is, and what the teacher is interested in pursuing with students.

Two-Day and Five-Day Unit Outlines

The following outlines suggest ways to organize some of the materials and activities in this activity into short units of two or five days, with 40 to 45 minute class periods. All activities mentioned in these outlines are included.

Two-Day Unit

Day One: Introduction to the Topic and Definitions of Sexual Harassment
- Opening activity: "Questionnaire on Sexual Harassment" to fill out and hand back (5 to 10 minutes)
- Work through the definitions activity: Include information on laws prohibiting sexual harassment (For the remainder of the period)

Day Two: Responses to Sexual Harassment: Myths and Realities About the Issue
- Escalating Vignette: "Susan in the Shop" (20 to 25 minutes)
- "Myths and Realities Activity" using answers to questionnaire (20 to 25 minutes)

Five-Day Unit

Day One: Introduction to the Topic and Definitions of Sexual Harassment
- Same as in Day One above

Day Two: Responses to Sexual Harassment in School
- Escalating Vignette: "Susan in the Shop" with follow-up activities

Day Three: Myths and Realities About the Issue; Dynamics of Workplace Sexual Harassment
- "Myths and Realities Activity" using answers to questionnaire (25 to 30 minutes)
- "Louise the Waitress" or follow-up activities to "Myths and Realities Activity" (15 to 20 minutes)

Day Four: Ways to Respond to Sexual Harassment in the Workplace
- "Three-Part Role Play"

Day Five: Ways to Prevent and Address Sexual Harassment as a Social Problem
- "Million Dollar Exercise" (30 minutes)
- "Suggestions for Additional Projects" (15 minutes)

Questionnaire on Sexual Harassment

1. Sexual harassment affects _____% of the female work force.

	Agree	Disagree
2. Sexual harassment is a problem for female students in schools.	☐	☐
3. Men harass women because they are young and attractive.	☐	☐
4. Women of all races are equally subject to sexual harassment.	☐	☐
5. Only people in authority, bosses and supervisors, are in a position to commit serious sexual harassment.	☐	☐
6. In most sexual harassment cases, the woman invited the advance by her dress or behavior.	☐	☐
7. Sexual harassment is just an interpersonal problem.	☐	☐
8. Currently, remedies exist to handle sexual harassment cases.	☐	☐
9. Men are sexually harassed as often as women are.	☐	☐
10. The best way for a person to handle sexual harassment is to ignore it.	☐	☐
11. Sexual advances should only be considered sexual harassment if they are repeated—that is, not if they are one-time occurrences.	☐	☐
12. Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment.	☐	☐

Instructions and Answers for "Questionnaire on Sexual Harassment"

Purpose. To start students thinking about sexual harassment and its causes.

Time. 5 to 10 minutes for the questionnaire; discussion of alternatives will require more time.

Introducing the Unit. Sexual harassment can be introduced in the classroom either as a legal issue, a current event, or a social problem. (It is illegal in schools and workplaces. It is an issue that has been in the newspapers a lot recently. Surveys and reports from people who have been sexually harassed seem to indicate that it is a problem in almost all schools, colleges, and workplaces.)

Description of the Opening Activity. Pass out copies of the "Questionnaire on Sexual Harassment." Tell the students to answer on the basis of their initial reactions and not to put their names on the questionnaire; for the time being, it is just intended to raise some questions for them. After they fill it out, collect the questionnaires and indicate that the class will discuss them later. Keep a tally of the students' answers to compare if you decide to retest at the end of the unit.

Alternative or Additional Opening Activity

- Hand out an article on sexual harassment from a local newspaper or from a magazine for students to read and discuss.

- Show one of the videotapes listed in the resources section. **Note:** Most of these films require some preparation in order to provide a context for viewing them. For example, in earlier class sessions, the topics of violence or sex stereotyping might be discussed. Then these tapes might be useful transitions to the topic of sexual harassment. Preview the tape you choose in order to determine the ways in which the class could best relate to it.

Correct Responses to the Questionnaire

1. Sexual harassment affects 88% of the female work force.

   In a 1976 survey in *Redbook* magazine, 88% of the 9,000 respondents reported that they had experienced one or more forms of unwanted sexual advances on the job. In a 1980 random sample survey of the federal work force, the National Merit Systems Protection Board found that 42% of the women surveyed had experienced sexual harassment within the two years before the survey. This did not include harassment they had experienced earlier in their working lives and did not include women who had left their jobs due to sexual harassment. Therefore, it does not seem farfetched to think that 88% of working women may be sexually harassed at some time during their working lives.

Agree **Disagree**

2. Sexual harassment is a problem for female students in schools. ☒ ☐

Sexual harassment has been reported by significant numbers of high school women. It has detrimental effects on their emotional and social well-being, hampers their educational progress, and results in a denial of equality of educational opportunity.

3. Men harass women because they are young and attractive. ☐ ☒

- Women experience sexual harassment regardless of their appearance, age, race, marital status, occupation, or socio-economic class. The diversity of women who reported sexual harassment in the 1980 Merit Board survey (including women of all ages, races, occupational categories, educational levels, and salary levels represented in the federal work force) demonstrates that sexual harassment is not caused by characteristics of victims.
- Sexual harassment must be distinguished from sexual attraction. As with rape, sexual harassment is an assertion of hostility and/or power expressed in a sexual manner; it is not an expression of attraction.

4. Women of all races are equally subject to sexual harassment. ☐ ☒

Women of color may be more subject to sexual harassment than white women, even though all women are subject to sexual harassment. Racist assumptions such as the belief that black women are exposed to sexual activity at an early age, are more sensuous, and are not as upset by sexual harassment are not only examples of "blaming the victim" but also are myths that increase black women's vulnerability. In addition, women of color tend to be in the lowest paying and lowest status positions, which also increases their vulnerability and limits their options when they are harassed.

5. Only people in authority, bosses and supervisors, are in a position to commit serious sexual harassment. ☐ ☒

Co-workers, clients, and customers can also harass women in the workplace. Clients and customers threaten to withdraw their business. Co-workers make work intolerable. Both complain to the boss—or already have the boss's support. Students can make school intolerable for their peers.

		Agree	Disagree
6.	In most sexual harassment cases, the woman invited the advance by her dress or behavior.	☐	☒

- To repeat the point above, sexual harassment is not motivated by sexual attractiveness.
- Of course women like to dress attractively; that does not mean that they want to attract everyone or that they are looking to be sexually harassed.
- Often women are expected to act or dress seductively both to get and keep their jobs.
- This is another example of "blaming the victim."

		Agree	Disagree
7.	Sexual harassment is just an interpersonal problem.	☐	☒

- A firm "no" does not discourage all sexual harassment. Therefore, the problem cannot be "just a misunderstanding."
- Legally it is the responsibility of schools and employers to address the problem—it is not just a "private" matter.

		Agree	Disagree
8.	Currently, remedies exist to handle sexual harassment cases.	☒	☐

Section 118.13, Wis. Stats. and PI 9, Wis. Admin. Code prohibit harassment on the basis of sex, among other conditions. This statute and its administrative rule provide that every public school district adopt grievance procedures to be used in complaints of violation. If your school district does not have a complaint procedure in place, you may appeal to the State Superintendent, Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707.

		Agree	Disagree
9.	Men are sexually harassed as often as women are.	☐	☒

In the 1980 Merit Board survey, 15% of the men reported sexual harassment. Men consistently report fewer of the more serious forms of sexual harassment than women do. In addition, there is some question about whether men and women mean the same things when they report sexual harassment behaviors. For example, men's reports of sexual harassment seem to indicate that they may be flattered rather than upset by the situation.

		Agree	Disagree
10.	The best way for a person to handle sexual harassment is to ignore it.	☐	☒
	Research indicates that sexual harassment that is ignored often escalates. It is important to take some action in order to let the harasser know that the attention is unwanted and to alert other people to the problem.		
11.	Sexual advances should only be considered sexual harassment if they are repeated—that is, not if they are one-time occurrences.	☐	☒
	A demand from a boss that a woman sleep with him in order to keep her job need only happen once to be sexual harassment. More ambiguous or subtle behaviors may be sexual harassment even if they only happen once if the person to whom they are directed cannot say "no" without fear of economic or educational consequences.		
12.	Both parties must consider an act unwanted or unsolicited for it to be defined as sexual harassment.	☐	☒
	Even in the courts, it is the victim's perspective, not the harasser's, that matters.		

Sexual Harassment Definitions Activity

Purposes

- To generate lists of behaviors that students think might be examples of sexual harassment.
- To distinguish sexual harassment from flirtation.
- To increase students' awareness and comprehension of legal and victims' definitions of sexual harassment.
- To ease students into talking more comfortably with each other and the teacher about the subject of sexual harassment.
- To give the teacher a sense of what students think about the subject.

Time. About 30 minutes

Summary of the Activity. Students, working in small groups, will generate lists of behaviors based on questions asked by the teacher. In small groups and large groups, they will work on drawing the distinctions between sexual harassment and flirtation. The teacher will present definitions of sexual harassment (included).

Description of the Activity. Begin by introducing the activity with a statement such as the following:

> One of the reasons that sexual harassment is a difficult issue is that it's hard to define. Not everyone agrees about which behaviors are sexual harassment and which aren't, and it's important that each one of you think about your own definition. It's also important that we understand what each other is talking about before we go on to discuss more about the problem of sexual harassment. Please work with other students in your group to develop two lists. One will be of sexual harassment behaviors that you think occur in schools or that you've seen around school. The second list will be of the behaviors you think are flirtation.

Divide the students into groups of about six to ten each. Make sure each group has one or two large sheets of paper or newsprint and a marking pen. In order to separate the sexual harassment behaviors from flirtation behaviors, instruct students to draw a line down the center of the paper to create two columns. Read these or similar instructions and questions to the students to help them generate the lists. If necessary, give them one or two examples to get them started. In addition, write these instructions on the board or hand each small group a copy:

- What sorts of behaviors take place between young men and young women? List some of those that you think might be sexual harassment, and those that might be flirtation.
- It might help to think about the different kinds of behaviors that happen in different places or at different activities around the school, such as in the classrooms, hallways, locker rooms, gym, shop, or at extracurricular activities like clubs and sports. Also think about who the different people are who might harass (or flirt) and be harassed

(or flirted with) in these different circumstances. For example, what happens when a young woman passes a group of young men in the hallway between classes.

After the groups have generated the two lists, give them these instructions:

- At the bottom of your sheet list any general characteristics by which you distinguish sexual harassment and flirtation.

- Pick one person in your group to read the list to the class when we get back together.

After the whole group gets back together again, and lists from each group are read, ask the class to comment on the outstanding similarities or differences in the lists. Discuss the components or dynamics that change a situation from flirtation to sexual harassment, and why a behavior may be sexual harassment in some situations and flirtation in others. Make the point that *flirtation relates to sexual attraction, while harassment does not.*

Duplicate and hand out copies of the definitions of sexual harassment (included). Discuss them with the students. The two major points to emphasize are:

- *Even the legal definition reflects the victim's point of view*—what matters is what is offensive to or unwanted by the victim, not what the harasser thinks. This means that personal and cultural differences about what are appropriate behaviors in different situations are incorporated into the definition. The definition is subjective in this sense.

- *The element of power or control enters into a definition of sexual harassment*—that is, people can't just leave the situation or say "get lost" to harassers without some consequences or repercussions. For example, if a young woman is sexually harassed by young men in one of her classes, she would have to cut the class in order to avoid them.

Definitions of Sexual Harassment

Sexual harassment is a particular form of sex discrimination. Sexual harassment usually constitutes sex discrimination, but not all sex discrimination can be considered sexual harassment. For example, requests for sexual favors from a woman employee by her male supervisor are sexual harassment; but paying male and female employees differentially when they perform the same job duties is sex discrimination.

Current studies indicate that the majority of women will experience sexual harassment at some point in their work lives. For this reason, sexual harassment is considered to be a widespread social problem, not merely the result of an interpersonal misunderstanding.

Distinction between Sexual Harassment and Flirting

Students from vocational and comprehensive high schools in Massachusetts generated, with ease, long lists of behaviors they considered to be sexual harassment. Taken from their personal experiences and from interactions they had observed, these sexual harassment behaviors ranged from the subtle to the violent. Examples were largely male-to-female interactions and usually took place among peers, although sexual harassment of female students by male administrators, teachers, counselors, and coaches was also reflected in the lists.

Students distinguished sexual harassment from flirting and from mutual relationships. Flirting was characterized as "instinctual" and "natural" between the genders; even though one-directional flirting may be "derogatory" or "aggravating," it was generally viewed as "not serious." Students felt that they were able to discourage unwanted flirtation by making certain comments or behaving in such a way as to dismiss the one-way flirtation. Sexual harassment, however, was often described as "premeditated" and "ongoing" interactions that "damaged your reputation" or 'interfered with going to school." School was described as "the number one place" to become a victim of harassment. Included below is a summary chart, designed by high school students, to clarify their distinctions between flirting and sexual harassment.

Flirting	Sexual Harassment
When both like it and do it and it keeps on going like that	Male does it to a female (usually) and she doesn't like it and can't stop it
A glance—you feel attractive and complimented	A look or a stare—you feel invaded, ashamed, naked
If you know the person (depends on how you know the person) and how they say it	Hints—obscene, suggestive
	Pinch, pat, grab

Sexual Harassment Definitions

Following are four definitions of sexual harassment:

- the Equal Employment Opportunity Commission's definition, evolved from Title VII case law on sexual harassment in employment

> Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; c) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (Equal Employment Opportunity Commission, Federal Register, November 10, 1980.)

- a définition of sexual harassment in public K-12 education from Wisconsin Administrative Code

> (5) "Discrimination" means any action, policy or practice, including bias, stereotyping and pupil harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or which perpetuates the effects of past discrimination. (Wis. Admin. Code, PI 9.02 (5))
>
> (9) "Pupil harassment" means behavior toward pupils based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile or offensive school environment. (Wis. Admin. Code, PI 9.02 (9))

- a general definition of sexual harassment in education from the National Advisory Council on Women's Educational Programs

> Academic sexual harassment is the use of authority to emphasize the sexuality or sexual identity of a student in a manner which prevents or impairs that student's full enjoyment of educational benefits, climate, or opportunities. (National Advisory Council on Women's Educational Programs)

- a definition arising from providing services to women experiencing sexual harassment in employment and education by the Alliance Against Sexual Coercion

> Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provision of, aid, benefits, services or treatment protected under Title IX. (Office for Civil Rights, U.S. Department of Education, August 1981)

It is possible to simplify the legalistic language of these formal definitions and to synthesize a simpler working definition. For the purposes of class discussion and understanding, sexual harassment may be defined as "unwanted sexual attention from peers, subordinates or supervisors, customers or clients, or anyone the victim must interact with in order to fulfill job or school duties where the victim's responses are restrained by fear of reprisals." The range of behaviors include leering, pinching, and patting; verbal comments; subtle pressure for sexual activity; attempted rape; and rape.

Sexual Harassment: Legal Responsibilities of Wisconsin Schools

State Law

Under s. 118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code, students in K-12 public schools are protected from discrimination in any curricular, extracurricular, pupil services, recreational, or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability. In the state code, discrimination is defined as "any action, policy or practice, including bias, stereotyping, and pupil harassment, which is detrimental to a person or a group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on sex . . ." [PI 9.02 (5)]

Pupil harassment is defined as "behavior toward pupils based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile or offensive school environment." [PI 9.02 (9)]

Wisconsin public schools are responsible for

- informing the public of their policies prohibiting discrimination,
- making available a complaint procedure, and
- naming an employee responsible for receiving complaints of discrimination under s. 118.13.

In their annual report to the Wisconsin Department of Public Instruction (PI 1197), schools are required to attach a description of each complaint alleging discrimination under s. 118.13, Wis. Stats., and PI 9, Wis. Admin. Code, and its determination. Complainants who receive a negative determination of a complaint filed against a school district under this statute may appeal that decision to the state superintendent.

Employees of a school district are protected from sexual harassment under Wisconsin's Fair Employment Law, in particular s. 111.31, Wis. Stats.

Federal Law

Both students and staff of public school districts are protected from sexual harassment by Title IX of the federal Education Amendments of 1972. In addition, court decisions have established that employees may complain of sexual harassment under Title VII of the Civil Rights Act of 1964. In 1980, the Equal Employment Opportunity Commission issued guidelines that further extended protections against harassment.

Susan in the Shop

Purposes

- To refine student understanding of the definitions of sexual harassment.
- To emphasize that sexual harassment may escalate and should not be ignored.
- To expose students to the options they have for responding to incidents of sexual harassment.
- To help students learn to evaluate these options.

Time

- "Susan in the Shop" (20-25 minutes)
- Additional time for follow-up activities or extended discussions

Summary of the Activity

In this escalating vignette, students decide what they would do if they were Susan, an auto shop student who is being sexually harassed. The vignette is based on an actual case. The case has been divided into three sections. After each section, students vote to indicate what they would do if they were Susan. Among themselves, students also discuss their different choices. The teacher points out possible risks and favorable outcomes of the options.

Options

Write these options or choices (and any others appropriate to your school) on the board for the students. After each option, leave room for the three columns "A," "B," and "C." When the students vote, write the totals for each option of each of the three sections in the columns. Compare the totals after the completion of all voting.

Susan should:	A	B	C
Talk to her best friend.			
Talk to her boyfriend (girlfriend).			
Talk to her teacher.			
Talk with her guidance counselor.			
Talk to the principal.			
Talk with other students in nontraditional shops.			
Talk to her parent or guardian.			
Ignore the incident.			
File an official complaint or take legal action.			
Drop out of the auto shop.			
Other (explain).			

The Vignette

A. Susan is a sophomore who decided to study auto mechanics, where she was the only young woman in the shop. Within the first week she noticed that most of the young men would not sit near her during class and when the first project was assigned, none of the young men would work with her. So she was the only one in the class who had to work alone.

Stop. The students now choose options for the first time. Write their responses under Column A.

B. Susan began work on her project alone. During the week, her project was sabotaged daily and her tool box was hidden. Due to the tampering she was unable to complete it on time and this affected her grade.

Stop. The students choose options a second time. Write these responses under Column B.

C. Some of the young men in her class began pinching and patting her and subjecting her to other unwanted physical attention. Her clothes were repeatedly splashed with grease. Finally, Susan was locked in the changing room with one of the young men from her class. She was frightened and screamed. At that point, someone unlocked the door.

The students choose options a final time. Write these responses in Column C.

Using the Activity

- Introduce the activity with a statement such as the following:

  > Today we are going to think about some of the actions people can take when they are sexually harassed. I am going to read a three-part story about a *real* case that happened to a student in an auto shop class. After I read each part of the case, I will ask you to vote about whether you think what's happening is sexual harassment or not, and what you would do about it, in any event. The list of choices for what you might do about it are on the board. You will vote for your first two choices—the two things you think are most important to do.

- After students' votes have been taken for all the options in a section, ask them to discuss why they chose the options they did. Encourage them to debate options with each other, if they disagree. Ask for someone who voted for and against each option (or at least the ones that seem most significant for that section) to speak. Some questions for students to answer and discuss are:

  — Why should Susan choose to talk to the person that you selected?
  — How do you think that person would react? What would he or she do?
  — What risks is Susan taking in talking to that person?
  — Why should Susan choose *not* to talk to the people you didn't select?
  — What risks is Susan taking by *not* talking to someone else?

- After the voting for each section, also ask students whether they think that the behavior so far is sexual harassment. Ask them to discuss the reasons that they think it is or is not sexual harassment and what makes the difference in each section.

- To conclude the activity, emphasize the following points for students to remember if they are being harassed:

  —Sexual harassment tends to escalate. Don't ignore it.

  —Let the harasser know you don't like the behavior or comments. If necessary, have someone else talk to the harasser with you or for you. You may want to tell him in writing.

  —Keep a record or a diary of the events that happen. Include dates, times, places, kinds of behaviors, your responses, how the harasser reacts to your responses, any witnesses. Save any notes or pictures you get from the harasser.

  —Find supporters and talk with them about what's happening. Friends, parents, teachers, counselors, administrators, women's groups, and outside agencies can all help. The point is to find someone you can trust, and someone who will take the kinds of action you want.

- After all the voting is completed, discuss significant ways in which the students' responses change as the behaviors escalate. For example, ask students to explain why their choices shift from talking with peers to talking with school personnel. In addition, explain to them that ignoring the first incident limits the support and evidence that they can gather for themselves. Additional points to emphasize to the students are included in the notes below.

Additional Notes

- The voting portion of this activity could also be done in small groups. Each group will need a leader—perhaps a student volunteer—so that students can vote for each section before they know what happens in the next section. Ask each small group to reach consensus on the two choices they think are most important to do. Then have the groups report back. Ask them to note any decisions and any differences that emerge between the groups. The question of whether the behavior in each section is sexual harassment, or when it becomes sexual harassment, can be given to the small group, or be introduced after the class gets back together for the whole group discussion.

- The option "file an official complaint" may need explanation. This option could mean using the school district's grievance procedure, appealing to the state superintendent, or bringing civil or criminal charges against the students or school. It can be explained either before or after students vote. A reason to wait until after the activity is that sometimes students say "file a complaint' or "take legal action" without any idea of what action is possible. This lets you find out their assumptions about what they can do or what the legal system would offer them. Conclude by explaining what the legal system can in fact offer.

- In the actual case on which this vignette is based, Susan initially found that talking with other young women who met in a support group for students in shops nontraditional for their sex was most helpful. She talked about what was happening, found out which school staff members might help her, and became less isolated and scared.

- Teachers who have been involved in this activity have felt that it was "unprofessional" for the teacher in the story to have been so unaware of his/her classroom and to have let Susan work alone. They felt that in this situation everyone should have rotated partners, or the students should have worked in groups of three. By integrating Susan into shared projects with the young men, the teacher might have helped the young men to get to know her, and the tension might have been eased. The teachers believed that the problem in the first section rests with the shop teacher, not with the young men. Moreover, they felt that the shop teacher should have prevented the assault that is described in the third part of the story. This suggests that the best option in the first section, in addition to talking to other students in nontraditional shops, would be to talk to a guidance counselor, or some other administrator, and have that person talk to the teacher involved. Furthermore, if the student had gone earlier to her counselor or an administrator, she would be in an even stronger position to complain after the assault. Even though most teachers felt that it was "unprofessional" to allow such an incident to happen, it could be argued that the teacher was unaware of what was happening in his/her classroom; however, this argument could not be made if the teacher had been notified by the student to be on the lookout for possible trouble. With notification, the teacher might have been better able to prevent the assault altogether. Emphasize these points to the students.

- An issue which is likely to arise about the definition of sexual harassment is whether the behavior in the first two sections is "sexual harassment" or "sexual discrimination." In the first section, students may also feel that the behavior is not severe enough to be either. In the first two sections, Susan is discriminated against because of her sex; not until the last section does the "sexual attention" that is involved in sexual harassment begin. After all three sections have been read, the behaviors can be seen as part of an escalating pattern of both sexual harassment and sex discrimination. Students need not agree on precisely where to draw the boundaries between the concepts.

Follow-Up Activities

- Tell the students more about the various options they have for individual and group actions. For example, if appropriate, talk about forming support groups. If a discussion on workplace sexual harassment has begun, point out ways in which working women have organized informally. (One example is of a group of secretaries in one workplace who were all sexually harassed by the same boss. Their strategy was to accompany each other, in pairs, into his office. If he insisted on one secretary coming into his office alone, the other ones would open his office door from the outside. No secretary was ever left alone in his office with the door closed. He left that job two weeks after the secretaries had begun their anti-harassment campaign.) Discuss the legal options that both students and workers have.

- Ask the students to brainstorm responses to sexual harassment in school. Instead of brainstorming responses as a class, students could write a paragraph or a list of three possible responses to a sexual harassment case, as an in-class writing assignment. Then, any students who wish to share their writing with others could read it aloud. Some students may want to share personal experiences, or those of relatives or friends. The following questions are often useful for developing discussions of cases:

  —How would you feel in this situation? What would you be most concerned about?

  —What do you think is going on for the harassers?

  —What would you do (or recommend)?

  —What if this were your friend, a student in your class, or someone you had to work with very closely, and you disagreed with what she wanted to do—would you still support her? How?

  —Is it important that students and co-workers support each other?

  —Could such an incident be prevented? How? (Watch out for "blaming the victim" myths with this question.)

Myths and Realities Activity

Purposes

- To elicit and reveal the assumptions and myths that relate to sexual harassment and prevent students from standing up for themselves or others if they are harassed.

- To present basic information, statistics, and a perspective about sexual harassment.

Time

- Filling out the "Questionnaire on Sexual Harassment," if not done already (5–10 minutes)

- Discussion of answers to the questionnaire (20–35 minutes)

Note. A correctly completed questionnaire is in "Instructions and Answers for Questionnaire on Sexual Harassment" (included). The completed questionnaire provides some explanation for the answers and emphasizes points to be covered and information to be given to the students.

Description of the Activity

- Have the students fill out the "Questionnaire on Sexual Harassment" if they haven't already.

- In either case, randomly hand back the questionnaire to the students. The goal is for each student to have another person's paper and to "pretend" that those answers reflect his/her own opinions.

- For the first question, ask the students to raise their hands to indicate the range within which the answer on the paper falls (0 to 10%, 10-20%, etc.). For the remaining questions ask them to raise their hands to indicate whether the person whose paper they have agrees or disagrees with the statements on the questionnaire.

- If all the students responded to a particular statement in the same way, ask several of them to explain why they responded in the way they did or why they did not choose the opposite answer. If some answered "Agree" and some "Disagree," ask them to imagine why someone might believe that statement was true or false. If only one person gave the wrong answer, that person will not be exposed and embarrassed by this procedure. In this way, students may discover the myths that lead to false statements.

- For those statements about which there is considerable disagreement, as an alternative, try asking particular students to debate the truth of the statements. Students are to defend the position represented by the papers in their hands, or they may volunteer to defend either side. Conclude this activity by giving students correct information for each item.

Follow-Up Activities

- At the end of the unit the sexual harassment questionnaire, or a reworded version of it, could be given out again as a post-test for attitude change. Ask students to check what they really think, and not to write their names on their papers.

- If a regular test on the unit is required for grading purposes, some of these questions could also be incorporated into it.

Louise the Waitress

The following vignette was developed by the Alliance Against Sexual Coercion. It is based on an actual case. It can be used similarly to "Susan in the Shop," but offers a workplace focus instead. (See the instructions for "Susan in the Shop.") In this activity, students are to pretend that they are answering the phone at a hotline which helps women who are being sexually harassed. They are responsible for giving advice to Louise when she calls. Tell them that each "scenario" of the vignette represents one phone call. Louise calls three times, and the students are to give advice after each call.

Scenario One

Louise is a 34-year-old woman who is the sole supporter of herself and her three children. She is one of four waitresses who cover the lunch rush at a restaurant in the financial district of town. After four months on the job, as Louise is picking up an order, the manager, Carl, said to the cook, "Don't you think Louise would get better tips if she wore a low-cut blouse?" Although the comment bothered her, she ignored it and went about her work.

The next week, during her break, the manager joins her and in graphic detail boasts of the previous night's sexual encounter with a woman he picked up. Louise is very uncomfortable with this but doesn't know what to do. What would you recommend?

- She should ignore the incident.
- She should tell him to stop.
- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom? (For example, the owner, the local civil rights agency, the police.)
- She should leave the job.
- Other?

Scenario Two

That week, as he hands her her paycheck, the manager propositions Louise. She refuses and goes to get her coat. He says, "By the way, there is an opening on the dinner shift. Big tips, you know. Do you want to reconsider my offer?" What would you recommend?

- She should accept the offer.
- She should refuse the offer, and do nothing else.
- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom?
- She should leave the job.
- Other?

Scenario Three

For the next two weeks he hardly talks to her. Then one day, Carl traps her in the waitresses' dressing room and rapes her. What would you recommend?

- She should ignore the incident; not mention it to anyone, and try to forget it.
- She should tell the other waitresses about it.
- She should file a formal complaint or report or take legal action. If so, to whom?
- She should leave the job.
- Other?

Additional Notes

- Ask students to vote for only their first choice option—i.e., what they think is most important for Louise to do.

- In the actual case, Louise went to the hospital for assistance as well as for the purpose of gathering medical evidence. From there, she called the police. She pressed criminal rape charges; however, rape is one of the most difficult crimes to prove. Louise had no evidence against Carl that could be verified by a third party except for what the cook had overheard; that was hardly enough to secure a rape conviction.

- In hindsight, had Louise spoken to the other waitresses about her encounters with Carl, she might have received their help. For example, she could have asked that someone always stay near her when Carl was around. In addition, she might have found out if Carl had a history of bothering other waitresses, and whether he was considered to be dangerous. The other waitresses would also have been alerted to watch for the harassment and could have confirmed her story of the events that led up to the rape. These points, along with those mentioned at the end of the "Susan in the Shop" vignette should be emphasized to the students.

- Some people find the ending of this case shocking, but rape in the workplace is an important issue to discuss in class. It is true that although sexual harassment often escalates from subtle to more severe forms, it does not usually end with rape. Nevertheless, in some cases, including this one, it has.

- Cases in which sexual harassment does escalate to rape offer powerful arguments for the use of a definition of sexual harassment that includes the full range of behaviors, including rape. These arguments, which can be presented to students, include:

  —The problem of rape in the workplace requires responses or "solutions" that differ from those needed in cases of rape that occur elsewhere. The "solutions" required, like those needed for other forms of sexual harassment, must take into account that a woman who is raped at work must either get her rapist fired, face him daily, or leave the job herself, possibly without a recommendation and without being able to include that job in her work history. (The latter happened to Louise.) "Solutions" to rape in the workplace, like "solutions" to other forms of sexual harassment, must protect the victim's economic well-being.

—The more subtle forms of sexual harassment may escalate to rape.

—Women who are harassed in so-called more "subtle" ways, such as comments and jokes about their bodies, on an everyday ongoing basis, report that they feel "as if they have been raped." Continuous sexual harassment, even of a verbal nature, can have very serious consequences.

Follow-Up Activities

- Invite a speaker from a rape crisis center, rape prevention program, or self-defense program to the class.

- Ask students to research the history and use of rape statutes. In addition, ask them to research and describe the typical experience of a rape victim who decides to press criminal charges against her alleged assailant.

Three-Part Role Play

Purposes

- To further develop students' abilities to assess their options.
- To encourage empathy with the feelings of someone who is being sexually harassed.

Time. 40 to 45 minutes

Summary of the Activity

In this role play, students act out the part of Mary, Mr. Clark, and Joan. Mary is a salesclerk who is being sexually harassed by her section supervisor. First she goes to Mr. Clark, the personnel manager, to talk about the problem. Then she talks it over with Joan, another salesclerk in her section. As the descriptions of the roles indicate, Mr. Clark is not very sympathetic. He thinks Mary may have invited the behavior or at least that she is "over-sensitive." Personnel managers are not always sensitive to the occurrence of sexual harassment and may believe the victim is to blame. Yet students must learn to work with personnel managers. Like other personnel managers, Mr. Clark may be the only person who can get the harasser to stop and have the backing of management, or take other actions Mary might want. In contrast to him, Joan represents someone who is sympathetic toward Mary's predicament.

Descriptions of the Roles

Mary. You are working as a salesclerk in a large department store. You've been working there for six months. You work in the candy and card departments, which are located near each other. Your immediate boss is the gift section supervisor, Mr. Martin. Lately he has begun to make comments and jokes like, "A person wouldn't need any candy around if he had you," and has begun pointing out suggestive cards that he says he thinks your boyfriend should send you. Whenever he comes over to talk to you about your job, he puts his arm around you or touches you somehow. You move away but he does it again each time. You've told him that what cards your boyfriend sends you is "none of his business." You're afraid to say too much, and have to act somewhat friendly; otherwise, you fear, the section supervisor might make up a complaint against you and get you fired. Today he came over and told you a story about his sex life with his wife. It was very embarrassing to you. You are scared about what he might do next. First you talk to the personnel manager, Mr. Clark, and then a coworker, Joan.

Mr. Clark. You are the personnel manager for a large department store. One of the clerks selling cards and candy in the gift section has come to you to complain about the section supervisor, Mr. Martin. She says he is sexually harassing her, but you wonder whether she has instead given him mixed messages. (Maybe she has enjoyed the jokes he has made; she is an attractive woman.) You also know the section supervisor pretty well and have gone out to lunch with him often. You know he enjoys a joke but you can't believe he would do the things Mary says he does unless she invites such behaviors in the first place. You take time to listen to her story in order to find out what she thinks is going on, but you let her know in the end that you believe she may have invited the behavior. You tell her that you can't do anything without more proof. In any event you don't think that what has been happening is so bad. Maybe Mary is a little over-sensitive.

Joan. You are a salesclerk in the gift section of a large department store. Mary, another salesclerk in your section, comes to talk to you after talking to the personnel manager about a problem she is having with your section supervisor, Mr. Martin. The personnel manager was unsympathetic. You ask Mary to tell you what's going on. You are sympathetic and believe her. You've seen the supervisor put his arm around Mary a couple times, although you haven't seen or heard anything else. You offer your support, find out what Mary is most concerned about, and try to help her decide what she wants to do next to stop the harassment. You discuss possible things that she might do and try to help her feel that she's neither to blame nor alone.

Background Pros and Cons of the Options that Joan Might Suggest to Mary

Included is a partial list of options, with some pros and cons cited, that Joan might suggest or Mary might choose. None of the options are without risks, some are better than others, but all are included as possibilities that students might suggest. Through discussion, the students may discover better options for Mary. No matter which options are chosen, the point to emphasize to the students is that whichever option is best for Mary depends on her own concerns and goals—for example, how much she wants this particular job, and what risks she and her co-workers are willing to take.

Additional Notes

- The sequence for the role play is to have Mary talk first to Mr. Clark and then to Joan. Make sure the students understand the order in which these conversations are to take place.
- Give each player a copy of the description of his or her role. Players should not see each other's roles. If necessary, briefly interview the players "in role" to help them prepare for their parts. (Interview each player separately.)
- Tell the student audience to take notes on their own responses and to jot down any suggestions they have.
- With some classes, it may help to stop or "freeze" the conversation between Mary and Mr. Clark at times, particularly if the players seem stuck. Then ask the audience how they might feel or respond if they were Mary. The audience might also contribute suggestions when Mary talks to Joan. Alert the players when they are briefed that the audience may be asked to participate at times.
- After the role play, ask each of the players to say how he or she felt in the role. Ask questions such as the following:

—How did you, Mary, feel talking to Mr. Clark?
What was most helpful when talking to Joan?

—What was most difficult about playing Mr. Clark?
What was easy?

—What was most difficult and easiest about being Joan?

Ask the students in the audience what they thought was the best suggestion and how they think they would have played these roles differently.

Pros and Cons of Various Options for Mary

Options	Pros	Cons	Relevant Questions
Mary and Joan, and possibly other clerks, organize to confront Mr. Martin.	Mary and the other clerks are able to express their anger, and all unite to end Mary's isolation and the sexual harassment.	Mr. Martin still has the power to fire clerks and is likely to be supported by the store manager.	How would Mr. Martin react? Does he care how many new clerks he has to hire? Could the clerks afford to find other jobs?
Joan, and possibly other clerks, take note of Mr. Martin's behavior, so that they can act as witnesses for Mary when she speaks to Mr. Clark.	This strengthens Mary's position with Mr. Clark; it ends her isolation, and may help to discipline Mr. Martin.	Mr. Clark may still not take action, or he may feel threatened.	Can Mr. Clark be convinced? How close is his relationship to Mr. Martin?
Mary transfers to another department.	She gets out of the situation but still has a job.	This punishes the victim; also, others may still be harassed and Mary may still run into Mr. Martin elsewhere in the store.	How would the boyfriend respond? Will he blame Mary or think she "invited" it if she tells him about the sexual harassment?
Mary finds another job.	She gets out of the situation.	This punishes her; she could be harassed again; she develops a spotty work record.	Does she like this job? How easily can she get a new one? Will she get recommendations? Why will she say she left?
Mary calls Mr. Martin's wife and tells her what he does.	If Mrs. Martin believes Mary, she might be appalled and let her husband know it.	Mary might be fired anyway, and Mrs. Martin is likely to believe her husband.	Will Mrs. Martin listen long enough to hear Mary's story? Is the description he gave of the Martin's sex life true? How would that affect Mrs. Martin's response?

Million Dollar Exercise

Purposes

- To encourage students to think about strategies for preventing sexual harassment and for addressing it when it does occur.
- To expose students to various strategies for addressing social problems.
- To help students clarify their own values related to the choices they make about the different strategies for addressing social problems.

Time. 20 minutes in small groups, 15 minutes or longer to discuss.

Summary of the Activity

Students will work in small groups to divide one million dollars among programs to eliminate sexual harassment in their city or town, regional district, or state, depending on which area is most relevant to the particular class. They will report back to the class on their budgets, and cite the reasons for their funding choices. The teacher will direct a discussion of the ways in which students think social change can be accomplished.

Background on Strategies for Addressing Sexual Harassment

The types of strategies most often proposed for fighting sexual harassment are

- services to victims,
- regulatory or punitive measures directed against sexual harassers or those who have the power to control the harassers, and
- preventive projects.

Strategies to address sexual harassment that offer services to victims are hotlines and counseling programs. Sexual harassment policies, discipline codes, and legislation exemplify regulative or punitive strategies. Incorporating sexual harassment curriculum into high school classes and training programs for workers, and then training people to recognize and deal with the problem, are preventive strategies.

As programs to address social problems develop, they may combine strategies. For example, a project to set up a legal defense fund for women who want to pursue cases against institutions that tolerate sexual harassment will offer a service to victims, help clarify the regulations against sexual harassment through developing case law, and educate the public while in the process of fund raising and bringing test cases.

These three categories of strategies to address sexual harassment represent different purposes that programs may serve. One purpose of this activity is to present these three categories of social programs to students in order to encourage them to understand and evaluate the differences between the categories.

Additional examples of programs that address sexual harassment include producing an educational videotape or movie about sexual harassment; offering rewards for model "clean up your workplace" programs; organizing workplace or school support groups for women; teaching self-defense classes for women in schools or workplaces; organizing a public media campaign; sensitizing employers, administrators, union stewards, and other complaint managers to the issue; counseling harassers; monitoring school and workplace parking lots and installing better lighting or supervision in isolated areas; recruiting more students and workers for programs and jobs nontraditional for their sex, so that people already in such programs and jobs will be less isolated; and educating business people about the dysfunctional nature of the "office wife" job description for secretaries.

In some cases, groups have sometimes chosen to spend all their money on one program, such as a public media campaign. A choice such as this provokes an interesting discussion about how social change happens, particularly when such a choice is contrasted with the other groups' choices. Students may believe that they can fund everything they want with $1 million. It is not crucial that they understand the cost of various projects unless they refuse to set priorities. If so, tell them that they are underestimating costs, or ask which programs or program components they would cut if they ran out of money.

This activity asks people to budget their money to "eliminate sexual harassment." Groups respond to this activity differently, depending on differences in their perceptions of social institutions and solutions to social problems. They will, for example, budget their money differently depending on the extent to which they think it is important

- to help victims,
- control or punish the harassers,
- prevent the situation from arising altogether, and/or
- change the underlying dynamics that cause it.

Some groups may also decide that they cannot "eliminate" sexual harassment, and for that reason, they will allocate some money toward helping victims. They may also consider that when victims stand up for themselves, they are beginning to eliminate the problem.

Description of the Activity

- Divide the class into groups of about five students. Tell them that each group is to decide on a plan to submit to the government on how to divide one million dollars that has been allocated to their city, regional district, or state to eliminate sexual harassment in that area. They might be required to spend a portion of their money on ending sexual harassment in schools and a portion on workplaces, or they might be allowed to spend it completely as they wish. Give them an example of a program in each of the three categories.
- Tell the groups that they must reach consensus on their plans. Give each group a large sheet of paper or newsprint on which to write the group's budget.
- Tell the students that they will be expected to support the merits of their choice of programs. For each program they choose to support, they should answer the question: "How will this help eliminate sexual harassment?" Overall they should ask themselves: "What are the most important steps

to take in order to eliminate sexual harassment? What would be our first priorities to fund?" Tell them to choose a member of the group to present their budget and their answers to the above questions.

- After the students present their ideas for programs, give their reasons for choosing those programs, and discuss the differences between the groups' choices, the teacher can summarize by pointing out the three categories of strategies to address sexual harassment. Students can then categorize the programs they have funded. If might also be useful to write a paragraph on the program they think it would be most important to fund and give their reasons. Finally, the class might engage in a discussion on the steps that are necessary for social change.

Suggestions for Additional Projects

- If students have become interested in questions about policies and discipline codes, encourage a small group in conjunction with teachers and administrators to create a sexual harassment policy or code for the school. The students might work through the student council or set up a separate and autonomous committee.

- By using an example of a local or national law, connect these activities to a discussion of the ways that legislative change occurs. Students could research both the general legal process and the specifics of the lobbying that took place for a statute or referendum. They could also turn this activity into a major research project on, for example, the lobbying and publicity which led to the passage of minimum wage laws or discrimination laws.

- Invite speakers from women's groups, schools and universities, and the business community to participate in a panel discussion for an assembly on sexual harassment.

- Hold a mock press conference and videotape the proceedings.

- Encourage students to write a short play or set of skits about sexual harassment and then perform them at the school or at other schools. Videotape a performance and then use the tape in other classes and training workshops.

- Encourage students to write an article for the school paper.

- Have students conduct a survey in the school about sexual harassment.

Learning (3)

Understand rights and responsibilities covered by pupil nondiscrimination laws.

They Can't Do That . . . Or Can They?

From Neva N. Harden, *Choosing What's Best for You*, Department of Secondary and Adult Teacher Education, College of Education, University of New Mexico, Albuquerque, NM 87131, September 1982.

Time. Approximately one or two class periods.

Resources. Scenarios, "Record Sheets," and "Answers" sheet (copies included).

Objectives

To understand the state and federal laws regarding discrimination.
To have a better understanding of the kinds of activities covered by the laws.

Procedure. Read the following scenarios and have students determine whether each statement is true or false and record their answer on the "Record Sheet." Discuss each statement in class and have students record what the majority of the class felt was the correct answer. After the discussion, students can check the correct answers and record them on their "Record Sheet" for comparison.

1. Marie is pregnant and is asked to withdraw from school. It is legal for the school to force her withdrawal.

2. A local high school has a dress code that prohibits girls from wearing blue jeans to class. Yet it does not prohibit blue jeans for boys. This is legal.

3. Marcia wants to sign up for an Auto Mechanics course in her junior year in high school. Her request was denied on the grounds that the course was for boys only. Marcia's parents filed a complaint charging that the decision was sex discrimination. They were correct in their accusation.

4. Carlos has always liked to cook and hopes someday to become a chef. In his senior year, he decided to sign up for Home Economics. All of his friends laughed at him and said that Home Ec was for girls only. But Carlos insisted that he had a right to take the course. He was correct.

5. As a young child, Ruth learned to play tennis from her older brother, and she wanted to try out for the school team. When she asked the tennis coach about it, he said that the team was an all-male team and that she was ineligible to play. He was within his right as coach to keep Ruth off the team.

6. Rosetta plans on majoring in art at college. In her senior year, she tried to sign up for an advanced welding course because she was interested in doing metal sculpture. However, she did not have the prerequisite course and the instructor would not admit her to the course. His refusal was sex discrimination.

7. Susan and her boyfriend Martin were both smoking in an area of the school where it was prohibited. The principal saw them and brought them into his office. There, he severely reprimanded Susan but suspended Martin from school for two days. The principal was correct in his treatment of this offense.

8. When Vera went to her school counselor for assistance with her plans for college, she told the counselor that she wanted to become a civil engineer. Her counselor tried to persuade her to go into teaching instead by maintaining that a girl just "couldn't make it" in the engineering field. The counselor was right to try to discourage Vera from her goal.

9. A new course in Human Sexuality was set up for tenth graders with both girls and boys in it. Many of the girls were very embarrassed discussing certain topics in class and requested that there be two separate classes. Mr. Romero, the instructor, maintained that under Title IX classes could not be segregated by male and female. He was correct.

10. In the local high school, there were five girls who were pregnant. They were allowed to remain in school but were required to take some special night classes while not being allowed to attend other classes with their friends. The principal should not have approved such a teaching arrangement.

11. There were a number of highly qualified athletes—both boys and girls—at the local high school. During the athletics banquet in the spring, awards were given to honor the top athletes. Letter jackets were given to the boys while only a gold charm with the school name on it was given to each of the female recipients. The girls objected and stated that they should have been given a choice of awards and that the failure to do so was sex discrimination. They were correct.

12. Several history and civics books used in classes showed women in very stereotyped roles and included little about women's contributions. Some of the students complained to the principal, saying that these books should be prohibited. The principal was sympathetic to their complaint but argued that the school was not required to have totally unbiased textbooks. He was wrong in his assertion.

13. Marcella has always enjoyed sports and plans on majoring in physical education in college. She went to her counselor to explore the possibility of obtaining an athletic scholarship. Her counselor told her that all such scholarships are awarded to boys only. The counselor was correct.

14. Sam attends a small high school and likes to play tennis. Unfortunately, there were not enough boys interested in forming a tennis team. So Sam asked if he could play on the girls' tennis team. The coach refused, saying that boys and girls were prohibited from playing on the same athletic teams. He was correct in his response.

15. The high school counselor administered some vocational aptitude tests to the ninth-grade students prior to the career guidance unit to be offered. After the tests, some of the students were discussing the items on the tests and discovered that different tests were given to the boys than to the girls. When confronted, the counselor justified the use of different tests by saying that boys were better suited to certain occupations while girls were better in others. This was illegal discrimination.

Record Sheet

Statement	True or False (My Guess)	True or False (Majority of Class)	True or False (Correct Answer)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Answers

1. *False.* Title IX prohibits discriminating against any person on the basis of pregnancy or related conditions. The school must deal with pregnancy as with any other temporary disability.

2. *False.* Schools receiving federal funds cannot discriminate against any person in the application of rules of appearance. Schools are not prevented from having dress codes as long as the rules are applied equally to both sexes.

3. *True.* Admission to courses cannot be denied anyone exclusively on the basis of sex.

4. *True.* Just as girls cannot be prohibited from taking any course open to boys, so, too, boys cannot be barred from courses of their choice.

5. *False.* Girls are allowed to try out and play on boys' athletic teams as long as contact sports are not involved, such as football, basketball, boxing, etc.

6. *False.* Even though there cannot be discrimination in allowing students to enroll in various courses, the students still must have fulfilled all prerequisites. This was not discrimination because Rosetta had not taken the beginning course in welding.

7. *False.* Students must be disciplined in equal manner for comparable offenses without treating them differently depending on whether they are boys or girls. To punish Martin more severely because he is a boy is prohibited.

8. *False.* Schools must not discriminate against any person on the basis of sex in counseling and guidance. All students should be provided with the necessary information about both traditional and nontraditional careers and encouraged to follow their personal choices.

9. *False.* According to Title IX, classes or portions of classes dealing with human sexuality may be conducted separately for males and females. However, general health education classes, excluding human sexuality units, cannot be segregated by sex.

10. *True.* Under Title IX, pregnant students must not be forced to withdraw from school nor be placed in alternative teaching situations unless the student has the choice of agreeing to or refusing such optional arrangements.

11. *True.* The automatic awarding of a letter jacket to boys and a charm to girls is in violation of Title IX. In order to accommodate individual preferences, schools can offer a choice of awards, rather than just routinely providing preselected awards based on supposed preferences or "appropriateness" according to sex.

12. *False.* Although Title IX encourages the use of sex-fair textbooks and instructional materials, it does not require their use by schools.

13. *False.* Schools offering financial assistance cannot limit general eligibility on the basis of sex or provide different amounts or types of assistance. Scholarships can be offered to one sex only, at the request of the donor, provided other opportunities exist for financial assistance for the other sex.

14. *False.* Just as girls cannot be refused the right to play on boys' athletic teams—provided the teams do not involve contact sports—boys, also, have the right to try out for and play on girls' teams *if* no other opportunities exist. Because boys traditionally have had more opportunities in sports, greater emphasis has been placed on girls being allowed to join a boys' team, if needed. In the case described, Sam should be allowed to play on the girls' tennis team because he lacks other opportunities to play.

15. *True.* In guidance and counseling, schools cannot use different materials or tests for boys and girls unless the materials cover the same occupations and are not sex-biased. The tests used by the counselor gave different treatment to the boys than to the girls and should, therefore, be prohibited.

Learning (3)

Understand rights and responsibilities covered by pupil nondiscrimination laws.

Your Legal Rights

From Martha Matthews and Shirley McCune, *Try It, You'll Like It: A Student's Introduction to Nonsexist Vocational Education*, Resource Center on Sex Roles in Education, U.S. Department of Health, Education, and Welfare, Washington, DC 20402, 1978.

Time. Approximately 30 minutes, including discussion.

Resources. Copies of "Your Legal Rights: What Are They" survey and Wisconsin pupil nondiscrimination statute (samples included).

Objectives

To become aware of Title IX (federal sex discrimination legislation) and s. 118.13, Wis. Stats. (state pupil nondiscrimination statute).
To become aware of race, handicap, and employment protections under federal and state law.
To become aware of student rights under the laws.

Procedure. Hand out copies of the Wisconsin pupil nondiscrimination statute (s. 118.13, Wis. Stats.) Use it to initiate a broader discussion of pupil legal rights under federal (Title IX) and state law.

The legal right survey can be used in a variety of ways.

1. Distribute and have each student complete it individually.

2. Divide class into small groups to discuss the situations and complete the survey.

3. Use the questions to spark class discussions and/or group voting.

Answers to Survey Questions

Numbers 1-5
Illegal discrimination; unequal access or treatment (Title IX and s. 118.13, Wis. Stats.)

Number 6
Illegal discrimination (Title VI, Civil Rights Act; s. 118.13, Wis. Stats.)

Number 7
Illegal discrimination, unless a raise was granted to the white male for longer length of service (Title VII, Civil Rights Act; Wisconsin Fair Employment Law)

Number 8
Illegal discrimination (PL 94-142; s. 118.13, Wis. Stats.; s. 115, Wis. Stats.)

Number 9

Probably legal. The math class is a prerequisite since the electronics course requires a certain degree of knowledge. Note: The prerequisite must be required of all students, regardless of sex, race, or handicap.

Numbers 10 and 11

Illegal discrimination (Title IX and s. 118.13, Wis. Stats., if students, and Title VII and Wisconsin Fair Employment Law, if adults)

Number 12

Illegal discrimination (Title VII and Wisconsin Fair Employment Law)

s. 118.13, Wis. Stats.

118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

(2) (a) Each school board shall develop written policies and procedures to implement this section and submit them to the state superintendent as a part of its 1986 annual report under s. 120.18. The policies and procedures shall provide for receiving and investigating complaints by residents of the school district regarding possible violations of this section, for making determinations as to whether this section has been violated and for ensuring compliance with this section.

(b) Any person who receives a negative determination under par. (a) may appeal the determination to the state superintendent.

(3) (a) The state superintendent shall:

1. Decide appeals made to him or her under sub. (2)(b). Decisions of the state superintendent under this subdivision are subject to judicial review under ch. 227.

2. Promulgate rules necessary to implement and administer this section.

3. Include in the department's biennial report under s. 15.045(1)(d) information on the status of school district compliance with this section and school district progress toward providing reasonable equality of educational opportunity for all pupils in this state.

(b) The state superintendent may:

1. Periodically review school district programs, activities, and services to determine whether the school boards are complying with this section.

2. Assist school boards to comply with this section by providing information and technical assistance upon request.

Section note: Ch. 418 s. 929(55)(a), Laws of 1977; 1983 Acts 374, 412; 1965 Act 29; 1985 Act 29 s. 3043(1) provides that the state superintendent shall submit the rules required under s. 118.13(3)(a) 2 in a final draft form no later than July 1, 1986.

Your Legal Rights: What Are They?

Regardless of your sex, your race, or handicaps which you may have, you have the right to equal opportunity in education and employment. However, to be able to take full advantage of the education and employment opportunities which may be available to you, you must make sure that you are able to protect your rights. To protect your rights to equal opportunity, you will need to

- know the laws which protect you from discrimination and guarantee your right to equal opportunity;
- be able to recognize when you are being discriminated against illegally or treated unfairly on the basis of your sex, your race, or handicap; and
- know the steps to take when you believe that you are being discriminated against or that your legal rights are being violated.

Can you recognize examples of discrimination? Listed below you will find twelve examples of situations which might be faced by individuals in school or employment. Can you tell where legal rights are being violated? (Remember that treating people differently on the basis of sex, race, or handicap is a violation of federal—and sometimes state—laws.) Read the examples below and check those which you think illustrate illegal discrimination. If you think that the situation is not illegal, do not make any mark in the box.

It would be illegal discrimination if:

1. ☐ females were not permitted to enroll in a beginning carpentry class because of their sex.
2. ☐ males were required to have written permission from their parents before enrolling in a child development course while females could enroll without written permission.
3. ☐ a student was not allowed to join the Future Farmers of America because she would be the only female in the chapter.
4. ☐ males in a home economics class were always required to clean up the garbage and sweep the floor while females were always required to do the dishes.
5. ☐ a female was refused entrance into a cooperative employment program in electronics because the cooperating employer didn't want to work with women.
6. ☐ all black students were assigned to a foods management course with a black teacher while all white students were assigned to a foods management course with a white teacher.
7. ☐ a Chicana female working in the school cafeteria was paid less than a white male for doing the same job.
8. ☐ a male in a wheelchair was not allowed to take a typing course because of his handicap.
9. ☐ students were required to complete a particular math course before enrolling in an electronics program.

10. ☐ a black woman was not allowed to enter an apprenticeship program in the building trades because there were no other women in the union.

11. ☐ males were not allowed to sign up for babysitting jobs with the school employment service.

12. ☐ a female was not allowed to apply for a job as an industrial arts teacher because it would look funny to have a woman in the shop.

Look over your answers. Remember that checks should appear in front of the examples in which you believed people were denied equal opportunity because of their sex, race, or handicap.

Personal/Social (1)

Define "sex-role stereotyping," "sex bias," and "sex discrimination," and become familiar with personal values in these areas.

Male/Female Stereotypes

From Neva N. Harden, *Choosing What's Best for You,* Department of Secondary and Adult Teacher Education, College of Education, University of New Mexico, Albuquerque, NM 87131, September 1982.

Time. From two to three class periods.

Resources. Copies of "Comic Strips" and "Role Chart" (samples included).

Objectives

To explore unconscious sex-role stereotypical thinking.
To recognize how limiting stereotypes can be.

Procedure. Explain to students that if they allow their thinking to be controlled or manipulated by existing stereotypes, they limit their freedom of choice in the ways they relate to other people. Prejudice—or prejudging of others—can put people in a "box" so that they lose more and more of their ability to think independently. People may think that they can be selective in dealing with stereotypes, but they really can't.

If students think in stereotypes about races or ethnic groups, they may well think in the same narrow terms when it comes to concepts of masculinity or femininity. Everyone can come up with interesting ideas about what a man or a woman can or cannot do. If people really believe those stereotypes, they place limits on themselves and others in terms of behavior, occupations, interpersonal relationships, and even marriage. Explain that in this activity, the class is going to take a closer look at some of these male/female stereotypes as they apply to specific situations. Distribute "Comic Strips" and "Role Chart." Have the class work through them and then continue with discussion.

Discussion Questions

1. What do we mean by sex-role stereotyping?

2. Is sex-role stereotyping ever harmful? If so, when?

3. Why do societies encourage sex-role stereotyping?

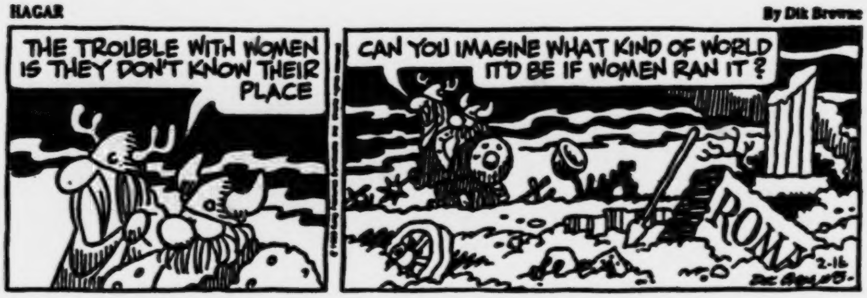
4. Give examples of when you, as a student, have been a victim of sex-role stereotyping.

5. Why is it so hard to free yourself from stereotyping?

6. What can one person or a group do to counter the harmful effects of sex-role stereotyping?

Comic Strips

1. Although comic strips and cartoons are meant to be funny, they also are a good reflection of social attitudes. Look at the Hagar comic below. What kinds of messages are being transmitted by the artist regarding men's attitudes toward women and the possible results of those thinking patterns?


HAGAR
By Dik Browne
THE TROUBLE WITH WOMEN IS THEY DON'T KNOW THEIR PLACE
CAN YOU IMAGINE WHAT KIND OF WORLD IT'D BE IF WOMEN RAN IT?
ROMA
2-16

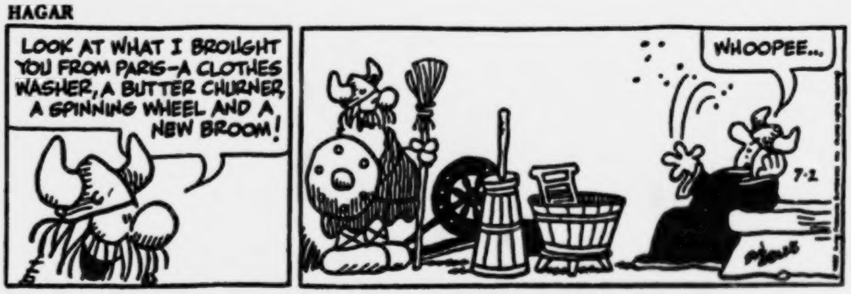
With permission from King Features, *Albuquerque Journal*, 2/16/80.

2. Discuss the role your father plays in your home. Does he share responsibilities, including caring for younger children in the family? Or is his main role that of breadwinner and source of discipline ("Wait until your father gets home!")? How have the stereotyped ideas about the sexes contributed to his expectations of himself and others?

3. Discuss the differences in roles between a mother who stays at home caring for the family and one who also works outside of the home. What are the difficulties a woman faces in trying to "juggle" both a family and a career? What are some of the stereotypes about the so-called "career woman"? How have changes in attitudes toward sex roles made it a little easier for the "working woman" than in the past?

You Want Me to Do What?

In the cartoon below, what attitudes toward the "proper" role of a woman are represented? Why do some people still share these more traditional ideas? Do you?


HAGAR
LOOK AT WHAT I BROUGHT YOU FROM PARIS–A CLOTHES WASHER, A BUTTER CHURNER, A SPINNING WHEEL AND A NEW BROOM!
WHOOPEE...
7-2

With permission from King Features, *Albuquerque Journal*, 7/2/82.

Role Chart

For the following exercise, go over the roles or responsibilities listed and check the person you would expect to assume each of the roles if you should marry.

	Role	Wife	Husband	Both
1.	Earning a living	☐	☐	☐
2.	Cleaning the house	☐	☐	☐
3.	Gardening/mowing the lawn	☐	☐	☐
4.	Changing diapers/feeding infants	☐	☐	☐
5.	Shopping for groceries	☐	☐	☐
6.	Fixing meals	☐	☐	☐
7.	Paying bills	☐	☐	☐
8.	Disciplining the children	☐	☐	☐
9.	Making final decisions regarding the family	☐	☐	☐
10.	Maintenance of car	☐	☐	☐
11.	Carrying out trash	☐	☐	☐
12.	Buying children's clothes	☐	☐	☐
13.	Taking children to doctor, activities, etc.	☐	☐	☐
14.	Making vacation plans	☐	☐	☐
15.	Providing love/counseling to children	☐	☐	☐

How do your expectations differ from those of your parents? Of some of your friends?

Define "sex-role stereotyping," "sex bias," and "sex discrimination," and become familiar with personal values in these areas.

Time Warp

From Neva N. Harden, *Choosing What's Best for You*, Department of Secondary and Adult Teacher Education, College of Education, University of New Mexico, Albuquerque, NM 87131, September 1982.

Time. Approximately one class period.

Resources. List of questions (copy included).

Objective

To make students more aware of how attitudes and values about sex roles change over time along with social and economic conditions.

Procedure. Science fiction fans know what a time warp is. The people involved—through some strange technical quirk—are suddenly thrust either back in time or forward into the future. Either way, an unfamiliar time period is a strange and rather puzzling place to be.

Even though we may all be firmly rooted to Spaceship Earth in the 1980s, we still encounter values that may seem almost alien because they appear to belong to another time . . . almost another world in the past. Likewise, what the future holds may seem equally strange when compared with today.

In this activity, have the class break up into small groups and discuss the following questions. Have someone in each group serve as a recorder to write down the major points of the group discussion to share with the total class when it reconvenes.

Discussion Questions

1. List the ways in which your attitudes and values are different or the same as people who are 50 years old?

2. Try to reconstruct the world in which your parents were young.

3. What experiences did they have that you have not had?

4. What expectations were placed on your father as a young man simply because he was male? On your mother because she was female?

5. Were there career choices closed to either of them because of their sex?

6. What experiences have you had that were unknown to your grandparents? Your parents?

7. What are the sources of your perceptions of yourself and how you can plan for your future? Do you feel that you have broader choices than your parents had? Are there still attitudes that exist which you feel limit some of your choices?

8. Have you placed some self-imposed limitations of choice upon yourself—not just because of other people's perceptions, but also by your own view of yourself and what you can (and cannot) do with your life?

9. Look ahead to the changed world in which your children will be growing up. How do you think it will be different from your world?

10. Do you think your children will be freer to make their own career and life-style choices than you have been? Why?

11. How will your children's values emerge and differ from your own? Is a "generation gap" inevitable? Are there ways that you can make things easier for your children in terms of their self-image and freedom of choice in vocations? Explain.

Define "sex-role stereotyping," "sex bias," and "sex discrimination," and become familiar with personal values in these areas.

Value Voting

From *Expanding Adolescent Role Expectations*, Community Service Education Department, New York State College of Human Ecology, Cornell University, Ithaca, NY 14853, rev. 1978.

Time. Approximately one class period.

Resources. None.

Objectives

To become aware of one's own values and compare them with those of other participants.
To provide a safe opportunity for students to determine their values and hear those of others.

Procedure. Students should sit in a circle where they can see each other. Teacher explains that she/he will read a list of sentences and people are to vote using their thumbs. Thumb up means "I agree," thumb down means "I disagree." Students always have the right to pass (not respond) by folding their arms in front of them. Wiggling the thumb either up or down means they strongly agree or disagree. Teacher may ask those who strongly agree or disagree to explain why; other students may respond. **Note:** This activity is also effective if the teacher tapes four signs in different areas of the classroom: "Strongly agree," "Agree," "Disagree," "Strongly disagree." Four or five students must then choose one of the signs to stand by when the teacher reads some of the statements. After four or five statements are read, a new group of students stands up and must vote.

Statements

1. Boys are more aggressive than girls.
2. I would rather have a brother than a sister.
3. I would like to be a teacher.
4. I would rather work for a man than a woman.
5. I expect to get married someday.
6. I am ambitious.
7. I frequently like to be alone.
8. I have always been glad to be me.

9. I like to hug people.

10. I have always wanted to travel.

11. I respect most of my male friends more than my female friends.

12. A woman should quit work after she has a baby.

13. Men should feel more free to cry.

14. Men are braver than women.

15. Women are more practical than men.

16. I can talk more easily to guys than to girls.

17. Women are too emotional for high-powered jobs.

18. Men are better drivers than women.

19. A man should be taller and older than his wife or girlfriend.

20. Males have greater sexual desire than females.

21. Girls are more verbal and artistic than boys.

22. Boys are better at math and science than girls.

23. Girls are more deceitful than boys.

24. Married women are happier than unmarried women.

Identify how sex-role stereotyping, sex bias, and sex discrimination affect development, choices, and futures.

Dear Abby

From *Expanding Horizons 1980*, Sex Equity Program, Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707.

Time. Approximately one or two class periods.

Resources. None.

Objective

To recognize that sex-role stereotypes are strong forces in determining attitudes and actions.

Procedure. Read the following letters to the students. Have them write responses and discuss them in class. They might also write their own "Dear Abby" letters and have other students respond to them.

Dear Abby,

I am a married man and 40 years old. My wife and I have been working for the same company for many years. Recently my wife was promoted and is now making considerably more money than I am. In her new managerial position, she has become by boss. Company policy does not allow spouses to work together in the same department. I must now make a choice. I can request a transfer to another department, or I can look for another job with another company. I have also been considering staying home as a house husband. I like to cook, and the housework is a breeze. I could play golf, go fishing, work on projects around the house, and perhaps write some articles. I have always wanted to try my hand at writing. My wife will be happy with whatever I decide. I worry about what other people will say. What can I say that I do? What should I do?

Concerned

Dear Abby,

My wife has just been offered a job in another city 1,200 miles from here. This is a promotion with a significant increase in pay and much more responsibility. She has been working for a promotion for a long time. I have a super job which I enjoy. I play golf with the same group every week, and I love my lifestyle here. Opportunities in my field are very limited in the city where my wife has been offered the job. What should I do?

Torn

Dear Abby,

I am a housewife and enjoy being at home. My children are in school and I love the peace and quiet. It gives me time to read, sew, and do various crafts which I never had time to do when the children were small. All my friends are working and they are pressuring me to do the same thing. We could use the extra money. Is there something wrong with me? I do not want to go back to work. I feel perfectly happy and content to remain "working" at home. Am I wrong?

Contented

Dear Abby,

I am engaged to be married next summer. Just recently I mentioned to my fiance that I hoped I could find a good job wherever we ended up living. He flew into a rage at the though of my working. He thinks I don"t believe he can make enough money for both of us. How can I tell him I do not want to work for economic reasons only?

Want to Work

Dear Abby,

My husband has just been offered a job in another city. It is a new company that can pay him a lot more than he is earning now, and he will have a great deal more responsibility. I have a job where we are now that I would hate to leave. I am not sure I could find a job like it in the other city. We have a lovely home and many friends right where we are, but my husband still seems anxious to take the new job. Should I say we should go?

Uncertain

Identify how sex-role stereotyping, sex bias, and sex discrimination affect development, choices, and futures.

How Would Your Life Be Different?

From Alice Baumgartner-Papageorgiou, *My Daddy Might Have Loved Me: Student Perceptions of Differences Between Being Male and Being Female*, Institute for Equality in Education, University of Colorado, Boulder, CO 80309, 1982. Available from Sex Equity Program, Bureau for Equal Educational Opportunity, Department of Public Instruction, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

Time. Approximately 30 minutes.

Resources. Resource article from *Redbook* magazine for teacher (copy included).

Objectives

To demonstrate to students that both girls and boys perceive being a boy as more desirable.
To discuss how this value is a part of our lives and how a lower concept of females is harmful to all of us.
To list strategies on how to change this perception.

Procedure. Ask students to write a short theme entitled: "How my life would be different if I woke up tomorrow as the other sex." They should include family life, careers, and expectations among other considerations. **Note:** Using the phrase "other sex" rather than "opposite sex" counteracts the common expectation of the "battle of the sexes."

The resource article is included to give you ideas for focusing classroom discussion. However, you many want to distribute copies for comparisons after the themes have been written.

During classroom discussion, ask students to give examples of how their lives would be different if they were the other sex. Without telling the students, make two lists on the blackboard, one for female speakers and one for male. Point out how girls list benefits and boys list drawbacks. Lead discussion of consequences and list counteracting strategies.

Resource Article

How Would Your Life Be Different?

by Carol Tarvis, with Dr. Alice I. Baumgartner
Redbook *Magazine, February 1983*

A shocking new study shows: Despite feminism, both sexes still think boys have it better.

In essence it was a comparison between the lives of men and women that launched the movement for women's rights. As women realized that their lives would be not only different but also better—in status, income, advantages, freedom—if they were men, they began seeking ways to eradicate the inequities between the sexes. Anyone who has lived through the last decade knows what a bumpy ride it has been: a little progress here, a little relapse there, but over-all, a steady improvement.

Or has there been? The clearest measure of progress may be found not in the generation that struggles for change but in the generation that should be the beneficiary of change—the children of the pioneers. For ten years, public-school teachers and administrators have been trying to eliminate sex bias in the counseling they provide to children, in the books that children read, in the lessons they teach (by example as well as in content). To measure the effect of this effort, Dr. Alice I. Baumgartner and her colleagues at the Institute for Equality in Education, at the University of Colorado, came up with a startlingly simple method. They surveyed nearly 2,000 children throughout the state of Colorado: children in grades three through 12, from large metropolitan areas and from small rural communities. They simply asked one question: *If you woke up tomorrow and discovered that you were a (boy) (girl), how would your life be different?*

The answers were sad and shocking, for they show how little has in fact changed in children's attitudes in the recent years of social upheaval. Dr. Baumgartner did not find that boys and girls think there are benefits and disadvantages to being either sex. What she found was a fundamental contempt for females—held by both sexes.

The elementary-school boys, for example, often titled their answers with little phrases such as "The Disaster," or "The Fatal Dream," or "Doomsday." Then they described how awful their lives would be if they were female: "I wouldn't like having a little pink dress or anything about a girl. It wouldn't be fun" (fourth-grade boy). "If I were a girl, I'd be stupid and weak as a string" (sixth-grade boy). "If I woke up and I was a girl, I would hope it was a bad dream and go back to sleep" (sixth-grade boy). "If I were a girl, everybody would be better than me, because boys are better than girls" (third-grade boy). And this one, succinctly: "If I were a girl, I'd kill myself."

But the girls wrote repeatedly of how much better off they would be as boys. "If I were a boy, I would be treated better. I would get paid more and be able to do more things" (fourth-grade girl). "I could do stuff better than I do now" (third-grade girl). "People would take my decisions and beliefs more seriously" (11th-grade girl). "If I were a boy, my whole life would be easier" (sixth-grade girl). And this poignant response from a third-grade girl: "If I were a boy, my daddy might have loved me."

To probe the children's answers more carefully, Dr. Baumgartner compared their remarks in four categories: matters of appearance; how their activities would change; how they would be expected to behave; and how others would treat them.

Appearance

"I couldn't be a slob any more—I'd have to smell pretty."

Boys and girls alike realize that girls, but not boys, are judged by their looks and therefore must pay a lot of attention to their appearance. "If I was a girl," said one boy, "I'd have to curl my hair and put on makeup." One boy said with alarm: "I'd have to shave my whole body!" The girls, on the other hand, said that not having to attend to these matters was a definite advantage to being male: "I wouldn't have to be neat" (fourth-grade girl). "I wouldn't have to worry how I look" (sixth-grade girl). Noting the amount of time and energy that "proper" dress and makeup require, a tenth-grade girl said, "If I woke up and discovered I was a boy, I would go back to bed, since it would not take very long to get ready for school."

The boys' comments, however, show that being a girl is not just a matter of cleanliness and neatness; what really matters is being attractive. "The boys frequently said that if they had to be a female, they would want to be 'gorgeous' or look like a particular movie star," says Dr. Baumgartner, "but none of the girls made any reference to wanting to be handsome if they were male." As early as the third grade, boys are aware of the hazards faced by women who are "gorgeous": "If I were gorgeous, I would be jeered at and hear plenty of comments," said one little boy. ("Unattractive women are jeered at too," Dr. Baumgartner observes. "It's just that they hear different kinds of comments.") By high school, when so many girls worry about being "gorgeous" to boys, the boys see the matter differently. "If I were a girl, I would use a lot of makeup and look good and beautiful to everyone," wrote one teen-aged boy, "knowing that few people would care for my personality."

Activities

"I would have to cook, be a mother and yucky stuff like that."

Is women's work as valued and valuable as men's work? Don't you believe it, said these children. "Not one girl expressed a negative reaction to male activities," says Dr. Baumgartner, "but most of the boys had a critical or hostile reaction to female activities—no matter whether those activities involved school, play, home chores, marriage or eventual choice of occupation. Their general view is summed up in the words of a boy who said 'Girls can't do anything that's fun' and the depressing words of a girl who said her expectation as a female was 'to be nothing.' "

Girls continually pointed out that they would have more or different career choices if they were male: "I could run for President"; "I want to be a nurse, but if I were a boy, I'd want to be an architect"; "I would consider work in math or science"; "if I were a boy, I could do more things"; "if I was a boy, I'd drop my typing class and start taking really hard classes, since my dad would let me go to college and he won't now." The boys felt they would lose choices if they were female: "I wouldn't be able to keep my job as a carpenter"; "I couldn't be a mechanic." One adamant young man, though, said he would "refuse to work as a secretary or something stupid like that."

When the boys even considered the possibility that as females they could marry and work outside the home (for most boys, these were mutually exclusive categories), the jobs they listed most often were secretary and nurse. Other possible "female" occupations included cocktail waitress, social worker, airline stewardess, interior decorator, receptionist, model, beauty queen—and prostitute. "Boys still see women's work as serving others and providing support," says Dr. Baumgartner, "instead of being in charge."

To the girls, the thought of being male liberated their imagination. The career they mentioned most often as a possible choice if they were male was—ready?—*professional athlete*. This was followed by a much longer list of possibilities than the boys see for girls: mechanic, construction worker, pilot, engineer, race-car driver, forest ranger, dentist, architect, stunt man, coal miner, geologist, farmer, sports commentator, draftsman, banker, and so on.

But there is a glimmer of good news. Four occupations that were once nearly all male are now (the children say) open to both sexes: truck driver, computer programmer, doctor and lawyer.

Behavior

"If I were a girl, I'd have to be ladylike and trampish."

Boys and girls learn early that girls may express their feelings but boys will be "sissies" if they do; boys are more belligerent than girls; and girls are weaker and more passive than boys, or at least are allowed to behave as if they were.

Many of the boys said that being female would restrain their active impulses: "I would have to be nicer"; "I'd have to be polite"; "I'd have to be kind, cute and have nice handwriting"; "I'd be quieter, more reserved, and wait for others to talk to me first"; "Instead of wrestling with my friends, I'd be sitting around gossiping." "I," said one woebegone boy, "would have to hate snakes."

Indeed, when boys imagine themselves as girls their language is filled with words of deprivation—what they would no longer be able to do: "I couldn't climb trees or jump the creek"; "I couldn't throw spitballs"; "I couldn't have a pocketknife"; "I would not help my dad wash the car or gas up the car"; "I couldn't play football or basketball." But when girls imagine themselves as boys, their language is filled with images of what they would gain: "I could go hunting and fishing with my dad"; "I could run for President"; "I wouldn't have to babysit"; "I'd be noisier and more active." And: "Life on the home front would be a lot easier. I know that for a fact, since I've got a brother."

Many girls realized that one disadvantage of maleness is stoicism: "If I were a boy, I would have to stay calm and cool whenever something happened"; "I would not be allowed to express my true feelings." The girls often felt that as boys they would have to be "rowdy," "smart-alecky," "macho," and "show off more"—though a couple of them saw male aggressiveness as an alternative to female pacifism. "I'd kill my art teacher," said one girl, "instead of arguing with him as I do now."

Treatment By Others

"My dad would respect me more if I were a boy."

Over and over, girls reported that if they were boys, they would be treated better than they are as girls: "I might be shown that someone cares how I do in school"; "I'd get called on to answer more questions"; "I'd be trusted more when driving." (Interesting, that one, since teen-aged girls are more trust-worthy drivers than teen-aged boys.) "My grandparents would treat me extra special"; "My father would be closer because I'd be the son he always wanted" (a sad and pervasive refrain); "I could play football without being laughed at by others."

Even the youngest boys and girls are aware of another disadvantage to being female: the prevalence of violence against women. Girls frequently mentioned that if they were boys, they would not have to worry about being raped or beaten up, and the boys feared for their safety if they became girls: "(If I were a girl), I'd have to know how to handle drunk guys and rapists" (eighth-grade boy). "I would have to be around other girls for safety" (sixth-grade boy). "I would always carry a gun for protection," said a fourth grader.

But there was one situation in which both sexes think girls are better off: that of the classroom. The rare benefits boys could imagine about being female had to do with better treatment in school: "If I was a girl, the teacher would favor me"; "I'd be treated like a normal human being, not an animal or anything else." And the girls likewise were aware of their preferential treatment: "If I were a boy, I'd be treated unfairly, with less respect"; "I'd get away with a lot less"; "I would more than likely get yelled at more" were some of their answers.

"The children are right," says Dr. Baumgartner, "because research tells us that teachers reprimand boys three or four times more often than they reprimand girls. The classroom is one of the few places where male rambunctiousness is punished. But it isn't just boys who pay the price of not conforming. The quiet behavior of girls may be appreciated more by the teacher—but it also means the girls are more often ignored. The boys get reprimands—but also more praise and attention." She reports that in this study, one of the math teachers insisted that there were more boys than girls in his advanced-math class. When he checked his grade book, he found out that he was wrong—the opposite was true. He'd simply been overlooking the girls.

What do these findings mean? Some child-development experts would say that there's nothing to get upset about, that children's prejudice against the female sex is just a phase during which they come to terms with the gender they are. Dr. Lawrence Kohlgerg, of the School of Education at Harvard University, argues that all children go through a period of rigid stereotypic thinking while their mental faculties develop. At this state Sandra Day O'Connor, the first woman on the United States Supreme Court, couldn't convince a four-year-old that women can be judges. (I remember my cousin Claire's efforts to resolve category conflict when she was four and had just encountered her first female physician. "Guess what, guess what!" she exclaimed to her amused grandmother. "The nurse was a doctor!")

This argument is appropriate for very young children, but it does not explain why prejudice flows primarily in one direction—from boys to girls—and why girls disparage female activities as much as boys do. Nor does it explain why stereotypic thinking about the sexes lasts—why, for instance, as boys grow older (and presumably more self-assured about being male) they find less and less to admire in women.

The youngest elementary-school boys occasionally mentioned a few benefits of being female. "No one would make fun of me because I'm afraid of frogs," said a third grader, and a classmate confessed that he "could ride girls' bikes without being laughed at." But once out of grade school, none of the boys envied anything about womanhood, although most of the girls envied much about manhood. "It's-a-normal-stage" theories of cognitive development do not provide a satisfactory explanation for this. "The pattern suggests," says Dr. Baumgartner, "that we are talking not about expected emotional development but about differences in status—differences in the basic value of being male or female."

Others might say that there is nothing to be concerned about in Dr. Baumgartner's study because healthy sex-role development depends on each sex's adjusting eventually to what is expected of it and overcoming its envy of the other. Further, this argument goes, there is nothing wrong with sex stereotyping itself—so what if boys do learn to be mechanics and professional athletes and girls learn to be secretaries and housewives? The answer is that sex stereotyping takes a physical and psychological toll not only on children but also on adults, particularly in the physical health of men and in the financial and emotional health of women. (That is, in adulthood men have higher rates than women of heart disease and stress-related illnesses, whereas women have higher rates of depression and other psychological ills; and sex stereotyping by job means that women earn on the average only 59 percent of what men do.) When the belief that males are "better" is instilled in very young girls, it can have only an unhappy effect on female self-respect and self-confidence.

Sex stereotyping may have made practical sense in simpler times, but it is a psychological handicap for both sexes in the complicated 1980s—when both sexes need to know how to work, do the laundry, cook a meal, diaper a baby and balance a checkbook. What's come out of the mouths of Dr. Baumgartner's babes tells us that, baby, men and women have a long way yet to go.

What's A Mother To Do?

For parents who want to raise sons and daughters who respect themselves without having contempt for the opposite sex, here are a few guidelines:

- **Start by finding out what your children actually think of the opposite sex.**—You might make a game of it, asking them to write (or dictate to you) an answer to how their lives would be different if they had been born the opposite sex; you can then probe further by asking what differences they would expect in each of Dr. Baumgartner's four categories (Appearance, Activities, Behavior and Treatment by Others). The results may surprise you and make a good starting point for discussion. You may not be able to dissuade your children with arguments about what boys and girls "can" and "cannot" do, but at least you'll be aware of the stage of their thinking.

- **Don't split children's chores and activities by gender.**—"The guiding developmental rule for boys appears to be 'Don't be female,'" says Dr. Baumgartner. "Every time we reinforce that rule, we teach boys to have contempt for females."

  Boys learn at a very young age that their jobs are taking out the garbage and helping Dad wash the car—and they learn that washing anything else (dishes, laundry, the baby) is for girls. This early segregation of chores not only makes boys disdainful of "women's work," but also deprives them of the chance to learn some housekeeping skills—such as cooking dinner, ironing a shirt or sewing on buttons—that they will need as adults!

- **Support your child's real interests and talents.**—Do not support only those interests you think are right for the child's gender nor only those the child thinks he or she is restricted to. Of all high-school graduates who are academically eligible for college but don't attend, 75 percent are women.

- **Do you value your children equally?**—"If I were a boy," said a tenth-grade girl, "I think I would be more outspoken and confident, but I really don't know why." The "why," says Dr. Baumgartner, is that "boys usually know they are valued, whereas girls are not always sure." Girls often feel that they are taking second place in their parents' plans for them (in comparison with their brothers)—and often in their parents' respect for them as well.

- **Encourage your daughter's athletic interests as well as your son's.**—The girls in this study showed a tremendous longing to play sports—football, baseball, even wrestling—instead of simply cheering the team on. "Sports can be a huge boost to self-confidence," says Dr. Baumgartner, "to say nothing of health."

- **Remember the power of example.**—Everyone knows that children learn from what they see more than from what you tell them. Obviously they are seeing enough women doctors and lawyers now—species once as rare as the snail darter—to realize that these jobs have opened up to women. What example—in satisfaction, self-respect, activities—are you setting for your children?

- **Remember the important role of fathers.** —"So many girls miss their fathers' company," says Dr. Baumgartner. They long to go on camping trips and sports outings and to share activities with them. Men should realize they play an important role not only in teaching their daughters to be traditionally "feminine" but also in generating their daughters' interests and ambitions.

- **Educate your sons about stereotypes, not only your daughters.**—"My impression," says Dr. Baumgartner, "is that we're forever making suggestions about how to 'fix' females, and women are forever worrying about how to 'fix' themselves, when it's clear to me that it's males who are more of a problem. The solution to stereotyping is not just for women to do more things. Women's work is devalued precisely because women do it; therefore we ought to be suggesting that males start doing a few 'female' things to balance the scales."

- **Finally, be alert and concerned—and keep your sense of humor and perspective.** —Parents are only one of a thousand influences on children, and you can take neither all the blame nor all the responsibility for what your children think and do. Children are "raised" by their schools, times and friends, not just by parents. So if your house contains a five-year-old male chauvinist and a six-year-old incipient geisha, take heart. This does not necessarily mean that they will grow up to be Dagwood and Blondie. They have many years and influences ahead of them. The lessons that children learn in childhoods are important for the kind of childhood they have, but they don't predict much about what they will become as adults. (Think of all the generations of women who grew up thinking that girls "can't" become doctors and lawyers—and who nevertheless entered medical and law schools in record numbers.)

A friend of mine told me that when she was a child she was the despair of her mother, a biochemist, because she kept insisting that "girls can't be scientists" and demanded frilly, impractical dresses. Today she is a physician—having similar debates with her two daughters.

Identify ways to overcome sex-role stereotyping, sex bias, and sex discrimination.

Role Plays on Family Life

From *Expanding Adolescent Role Expectations*, Community Service Education Department, New York State College of Human Ecology, Cornell University, Ithaca, NY 14853, rev. 1978; based on *Career Education Resource Guide* (General Learning Corporation) and *SRA Helps You Handle Stereotyping* Series (No. 1, Science Research Associates, Inc.)

Time. Two or three class periods.

Resources. None.

Objectives

To prepare for changes that may occur in family life when household members take on expanded roles.

To understand that the decisions of one family member will affect the whole family.

Procedure. Divide the class into imaginary family groups. Have each group member select a role to play in a discussion at a "family conference." Give each group a role-play from the following suggestions. Have the families reach a decision and act out their conference to the class; positive and negative arguments should be presented by different members of the "family."

1. A mother is offered a full-time job that will provide the family with substantial and needed income. Before she accepts the job, however, she decides to talk it over with her family.

2. A boy in the family has decided to go into fashion design, even though his father and older brother are in medicine and feel he should also become a doctor. He has to get parental permission to apply to a fashion institute.

3. A girl in the family has decided she is going to break her engagement to her high school boyfriend and join the army after graduation. She has to tell the news to parents and convince them that this is what she really wants.

4. A young couple is trying to explain to their parents why the wife is attending medical school while her husband works as an auto mechanic to support them until she graduates.

5. A father has decided to take a cut in pay in order to leave his job in business and become an elementary school teacher. He decides to explain his decision to the family since they will be affected by the cut in pay. He feels it is worth it since the job will be so much more fulfilling to him.

6. A young mother decides she would like to enroll her child in a daycare center and return to the job she had before she had the baby. Her husband has a job with a comfortable income and her salary is not really needed. He has difficulty understanding why she does not want to continue to stay home with their child. She has to convince him that this is the best thing for all of them.

7. A young boy comes home from school and is crying because the other children in his kindergarten class tease him when he plays house. He was encouraged to play with all toys at home, and now his parent(s) have to help him understand why he is being teased at school.

8. Two young daughters in a family have just realized that all their friends' mothers work while their mother never has. Their mother has kept up their home along with assorted volunteer work, and their father brings home a comfortable income. When they confront their mother with this observation and ask her why she has never worked, she has to tell them why she is content in her role.

9. A senior girl in high school has been talking over her career goals with her guidance counselor. She originally thought she might like to become a doctor, but now her guidance counselor is encouraging her to become a nurse. She really does not want to, and she decides to talk it over with her parent(s).

Identify ways to overcome sex-role stereotyping, sex bias, and sex discrimination.

Strategies for Change

From Neva N. Harden, *Choosing What's Best for You*, Department of Secondary and Adult Teacher Education, College of Education, University of New Mexico, Albuquerque, NM 87131, September 1982.

Time. Varies.

Resources. Copies of "Student Options to Effect Change" (sample included).

Objectives

To help make students more aware of discriminatory practices and materials which may exist in their school, including textbooks.

To encourage students to exercise their rights in seeking remediation of discrimination.

To convey to students the concept that social change is possible and that individuals can help to effect it.

Procedure. Assuming evidence of discrimination has been found in the school, there comes a time when students should consider what steps can be taken to change things. Who should take them? Remind students that while it's easy to criticize, it can take a lot more effort to work for constructive change.

It is quite possible that some sex discrimination may have occurred because of a lack of awareness or understanding. It is probably not due to deliberate action to limit pupil choices. What can students do about it?

Before discussing options, ask questions like the following regarding strategies for change:

- How much responsibility should students assume for their school and its programs?
- What proposals could be implemented that would give the students a greater role in improving the curriculum, teaching, or atmosphere in school?
- If students could secure a greater role in helping to make changes in the system, what increased responsibilities would accompany this role?
- Are students in this school are really concerned enough about achieving educational equity to expend time and energy to make it a reality?

Distribute copies of "Student Options to Effect Change" and use it as a focus for class discussion. Determine with the class whether any specific suggestions should be followed and assign responsibility for action and for follow-up reports to the class.

Student Options to Effect Change

1. Organize your information regarding sex discrimination. Are these isolated instances or fairly standard practices? Are they limited to one or two teachers or are they prevalent practices throughout the school?

2. Discuss your information with a teacher or staff member who is responsible for the areas where the discrimination occurs, such as athletics, home economics, or industrial arts. Be as specific as possible and keep the discussion calm and non-accusatory. All or most of the problems may be resolved through open discussion and bringing the practices to the attention of the administration.

3. If you feel the sex discriminatory practices are more widespread, make an appointment with the principal for two or three group representatives to discuss the problems. If you have constructive suggestions, present them to the principal in written form for consideration. It might be helpful if you listed the problems and suggestions for change in order of priority, with the most urgent problems listed first.

4. If you still feel that your suggestions for change are not being considered or if you simply wish to get some additional information and help, contact the Title IX (part of federal law) coordinator in your school. Under Title IX, each school must have a coordinator to monitor activities in the school for compliance with Title IX regulations. In fact, your teacher or principal may well suggest that you contact this person. If you have legitimate criticisms, the Title IX coordinator can be a valuable ally in helping to implement change.

What About Those Textbooks You Find To Be Sex-Biased? Textbooks are often sex-biased because their writers are unconsciously influenced by preconceived ideas about males and females—ideas they acquired during their childhood socialization process. Many times, they may not be aware of the stereotyping they have incorporated into their books.

So, how can you tell them about it? Well, obviously, it's not quite as simple as making an appointment to sit down and discuss the issues. However, you can write the editors of the book companies that published the books you found offensive. If more students would communicate their feelings to publishers, greater changes would be made in textbooks to present a more balanced view of males and females. Should you not be able to find an address for the publishing company in the book, go to your librarian and ask to check the address in *Books in Print*.

Optional Class Project. Each student can write a letter of complaint to one of the editors of the offensive books. The class can be divided up so all of the sex-biased books are covered. Give the name of the book and cite specific stories or examples, including the page numbers. Respectfully request that future revisions of the book make the necessary changes to present a non-biased view of males and females.

Will it help? Realistically, your letters won't result in immediate action, such as the publisher pulling all of the sex-biased books off the market for revision. Social change takes time. But part of growing up in a mature fashion is taking responsibility for changing those things you find to be destructive. If there are enough voices raised in protest against sex-biased books, the editors and publishers *will* listen.

Develop a more positive attitude about the abilities of both sexes.

Exploring Your Bias

From collected materials of Sex Equity Program, Bureau for Equal Educational Opportunity, Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707-7841.

Time. Approximately 30 minutes.

Resources. None.

Objective

To help students realize how they are affected by sex-role stereotyping.

Procedure. Read the riddle out loud and discuss possible answers.

A Riddle. While driving to the store, a young boy and his father were involved in a serious car accident. The father was killed and the boy was injured and taken to a hospital. At the hospital, the boy was examined and an emergency operation was needed. The resident surgeon had scrubbed up, put on a gauze mask, and was waiting in the operating room when the boy was wheeled into surgery. The surgeon took one look at the boy and cried, "I can't operate. This is my son."

Who was the surgeon?

Answer: The boy's mother.

Personal/Social (5)

Identify the effect rigid sex roles, sex bias, and sex discrimination have on self-concept.

Androgyny: The Bem Sex-Role Inventory*

From *Strategies, Techniques, and Effective Resources for Equalizing Opportunities* (S.T.E.R.E.O.), Division of Career and Vocational Education, Arizona Department of Education, 1535 W. Jefferson St., Phoenix, AZ 85007, 1978, based on work by Sandra L. Bem.

Time. Approximately 45 minutes, with discussion.

Resources. Bem Sex-Role Inventory and scoring directions (included). Teacher information on androgyny.

Objectives

To assess androgynous behaviors and personality characteristics.

To discuss benefits of blending what are usually regarded as male or female characteristics, values, or attitudes in order to integrate into one's personality the positive characteristics of the other sex as well as one's own sex.

Procedure. Distribute the Bem Sex-Role Inventory (BSRI) and have students fill it out. Allow ten minutes. After students complete the BSRI, introduce the concept of androgyny (from the Greek "andro" or male, and "gyne" or female) and lead a brief discussion of androgyny with the group. Suggested questions:

1. Did you know what androgyny meant before today?
2. Do you think it is okay for people to express both masculine and feminine characteristics?
3. In your school, what kinds of behavior would label someone a homosexual?
4. How do you feel about this?
5. Do you sometimes feel that you would like to express different behaviors, but shouldn't because they are masculine (and you are a female) or feminine (and you are a male)? What are some of these behaviors.

Score the BSRI at this time. As an additional activity, students could survey other students in the school to see where their scores fall on the chart.

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*Sandra L. Bem, "The Measurement of Psychological Androgyny," *Journal of Consulting and Clinical Psychology*, 42, 1974, pp. 155-162.

Bem Instructions for Facilitator

This is the Bem Sex-Role Inventory developed by Sandra Lipsitz Bem. An explanation by Bem about the use of the inventory and the scoring follows:

> Psychological androgyny (Andros, male and Gyne, female) allows men and women to be *both* independent and tender, *both* assertive and yielding, *both* masculine and feminine. In other words, psychological androgyny expands the range of behaviors available to everyone.
>
> The Bem Sex-Role Inventory (BSRI) was designed to measure the extent to which a person's self-definition is masculine, feminine, or androgynous. The BSRI consists of twenty masculine personality characteristics (e.g., ambitious, self-reliant, independent, assertive) and twenty feminine personality characteristics (e.g., affectionate, gentle, understanding, sympathetic, sensitive to the needs of others). The specific masculine characteristics were selected because they were judged by a large sample of undergraduates to be more desirable in American society for a man than for a woman, and the specific feminine characteristics were selected because they were judged to be more desirable in American society for a woman than for a man. In the test itself, the masculine and feminine characteristics are interspersed with one another and with an additional group of twenty neutral characteristics, and the person is asked to indicate on a seven-point scale how well each of these various characteristics describes himself/herself. The scale ranges from 1 ("Never or almost never true") to 7 ("Always or almost always true").

These are the items on the scales of the BSRI. **Note:** The number preceding each item reflects the position of each adjective as it actually appears on the inventory.

	Masculine Items		**Feminine Items**		**Neutral Items**
49.	Act as a leader	11.	Affectionate	51.	Adaptable
46.	Aggressive	5.	Cheerful	36.	Conceited
58.	Ambitious	50.	Childlike	9.	Conscientious
22.	Analytical	32.	Compassionate	60.	Conventional
13.	Assertive	53.	Do not use harsh language	45.	Friendly
10.	Athletic	35.	Eager to soothe hurt feelings	15.	Happy
55.	Competitive	20.	Feminine	3.	Helpful
4.	Defend own beliefs	14.	Flatterable	48.	Inefficient
37.	Dominant	59.	Gentle	24.	Jealous
19.	Forceful	47.	Gullible	39.	Likable
25.	Have leadership abilities	56.	Love children	6.	Moody
7.	Independent	17.	Loyal	21.	Reliable
52.	Individualistic	26.	Sensitive to the needs of others	30.	Secretive
31.	Make decisions easily	8.	Shy	33.	Sincere
40.	Masculine	38.	Soft-spoken	42.	Solemn
1.	Self-reliant	23.	Sympathetic	57.	Tactful
34.	Self-sufficient	44.	Tender	12.	Theatrical
16.	Strong personality	29.	Understanding	27.	Truthful
43.	Willing to take a stand	41.	Warm	18.	Unpredictable
28.	Willing to take risks	2.	Yielding	54.	Unsystematic

Scoring the Test

On the basis of his/her responses, each person receives three major scores—a masculinity score, a femininity score, and most importantly, an androgyny score. To compute the masculinity score, add up all of the points assigned to the masculine adjectives and then divide that sum by the total number of masculine adjectives actually rated (20). To compute the femininity score, add up all of the points assigned to the feminine adjectives and then divide that sum by the total number of feminine adjectives actually rated (20). To compute the androgyny score, subtract the masculinity score from the femininity score.

Discussion of the Score

The masculinity and femininity scores indicate the extent to which a person endorses masculine and feminine personality characteristics as self-descriptive. As indicated above, the masculinity and femininity scores are simply the means of each subject's ratings of the masculine and feminine adjectives on the BSRI. Both of these scores can range from 1 to 7. It should be noted that these two scores are logically independent. That is, the structure of the test does not constrain them in any way, and they are free to vary independently.

In contrast, the androgyny score (computed as femininity minus masculinity) reflects the relative amounts of masculinity and femininity that the person includes in his or her self-description, and, as such, it best characterizes the nature of the person's total sex role. Thus, if a person's femininity score is much higher than his or her masculinity score (that is, if a person describes himself as being much more feminine than masculine), then we think of that person as having a feminine sex role. Similarly, if a person's masculinity score is much higher than his or her femininity score, then we think of that person as having a masculine sex role. In contrast, if a person's masculinity and femininity scores are approximately equal (that is, if there is really no difference in how masculine or feminine a person thinks he or she is), then we think of that person as having an androgynous sex role. A feminine sex role thus represents not only the endorsement of feminine attributes, but the simultaneous rejection of masculine attributes. Similarly, a masculine sex role represents not only the endorsement of masculine attributes, but the simultaneous rejection of feminine attributes. In contrast, an androgynous sex role represents the equal endorsement of both masculine and feminine attributes.

The androgyny score itself can range from –6 (extremely masculine) through 0 (completely androgynous) to +6 (extremely feminine). However, because individuals rarely score at the extremes, we suggest that the androgyny score (AS) be interpreted as follows:

Sex Role	Androgyny Score
Feminine	$AS > +1$
Near-feminine	$AS > +5$ and $< +1$
Androgynous	$AS > -.5$ and $< +.5$
Near-masculine	$AS > -1$ and $< -.5$
Masculine	$AS < -1$

The BSRI has been given to approximately fifteen hundred undergraduates at Stanford University. Semester after semester, results show that about 50 percent of the students are "appropriately" sex-typed, about 35 percent are androgynous, and about 15 percent are "cross" sex-typed. The norms are as follows:

	Stanford University		Foothill	
	Males (N = 444)	Females (N = 279)	Males (N = 117)	Females (N = 77)
Feminine	5%	29%	8%	35%
Near-feminine	5%	13%	7%	15%
Androgynous	44%	39%	55%	41%
Near-masculine	16%	8%	12%	5%
Masculine	30%	7%	17%	4%

The Bem Sex-Role Inventory

Directions for Participants

On the following page, you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked.

Example: Sly

Mark a 1 if it is *Never or Almost Never True* that you are sly.

Mark a 2 if it is *Usually Not True* that you are sly.

Mark a 3 if it is *Sometimes but Infrequently True* that you are sly.

Mark a 4 if it is *Occasionally True* that you are sly.

Mark a 5 if it is *Often True* that you are sly.

Mark a 6 if it is *Usually True* that you are sly.

Mark a 7 if it is *Always or Almost Always True* that you are sly.

Thus, if you feel it is *sometimes but infrequently true* that you are "sly," *never or almost never true* that you are "malicious," *always or almost always true* that you are "irresponsible," and *often true* that you are "carefree," then you would rate these characteristics as follows:

Sly	3	Irresponsible	7
Malicious	1	Carefree	5

Describe Yourself

1	2	3	4	5	6	7
Never or Almost Never True	Usually Not True	Sometimes but Infrequently True	Occasionally True	Often True	Usually True	Always or Almost Always True

1. Self-reliant ____
2. Yielding ____
3. Helpful ____
4. Defend own beliefs ____
5. Cheerful ____
6. Moody ____
7. Independent ____
8. Shy ____
9. Conscientious ____
10. Athletic ____
11. Affectionate ____
12. Theatrical ____
13. Assertive ____
14. Flatterable ____
15. Happy ____
16. Strong personality ____
17. Loyal ____
18. Unpredictable ____
19. Forceful ____
20. Feminine ____
21. Reliable ____
22. Analytical ____
23. Sympathetic ____
24. Jealous ____
25. Have leadership abilities ____
26. Sensitive to the needs of others ____
27. Truthful ____
28. Willing to take risks ____
29. Understanding ____
30. Secretive ____
31. Make decisions easily ____
32. Compassionate ____
33. Sincere ____
34. Self-sufficient ____
35. Eager to soothe hurt feelings ____
36. Conceited ____
37. Dominant ____
38. Soft-spoken ____
39. Likable ____
40. Masculine ____
41. Warm ____
42. Solemn ____
43. Willing to take a stand ____
44. Tender ____
45. Friendly ____
46. Aggressive ____
47. Gullible ____
48. Inefficient ____
49. Act as a leader ____
50. Childlike ____
51. Adaptable ____
52. Individualistic ____
53. Do not use harsh language ____
54. Unsystematic ____
55. Competitive ____
56. Love children ____
57. Tactful ____
58. Ambitious ____
59. Gentle ____
60. Conventional ____

Identify ways in which sex-role stereotyping, sex bias, and sex discrimination affect interpersonal relationships.

Household Responsibilities

From *Expanding Adolescent Role Expectations*, Community Service Education Department, New York State College of Human Ecology, Cornell University, Ithaca, NY 14853, rev. 1978.

Time. One to two class periods.

Resources. "Household Tasks" drawing (sample included).

Objective

To help students explore various ways of handling household responsibilities.

Procedure. Discuss with the students the different tasks that need to be done around a home. A list may be compiled on the board such as the following:

setting table
getting meals
clearing table
doing dishes
making beds
taking out garbage
locking up at night
mending clothes
fixing appliances
taking care of yard
cleaning bathroom
doing laundry
ironing
straightening up
watering plants
feeding pets
cleaning pets
vacuuming
dusting
grocery shopping
paying bills

Have the students fill in the "Household Tasks" drawing with the tasks to do in each room, indicating which household member they feel should do them. After the activity sheet is completed, discuss the students' decisions.

1. How many tasks were done by males?
2. How many tasks were done by females?
3. How many tasks could be done by both males and females?
4. How did you decide who should do which tasks?
5. What problems did you encounter?
6. Do either the males or the females in the family have more responsibilities at home? Why?
7. If you become a parent, how will you delegate household tasks to your children?

8. How many ways are there of dividing household responsibilities? (Have the students look at each other's lists.)

9. What makes one way more satisfying than another?

Alternate Procedure (for older students or for use without preceding activity).

1. List on the board all the responsibilities of two young people living in their own home or apartment.

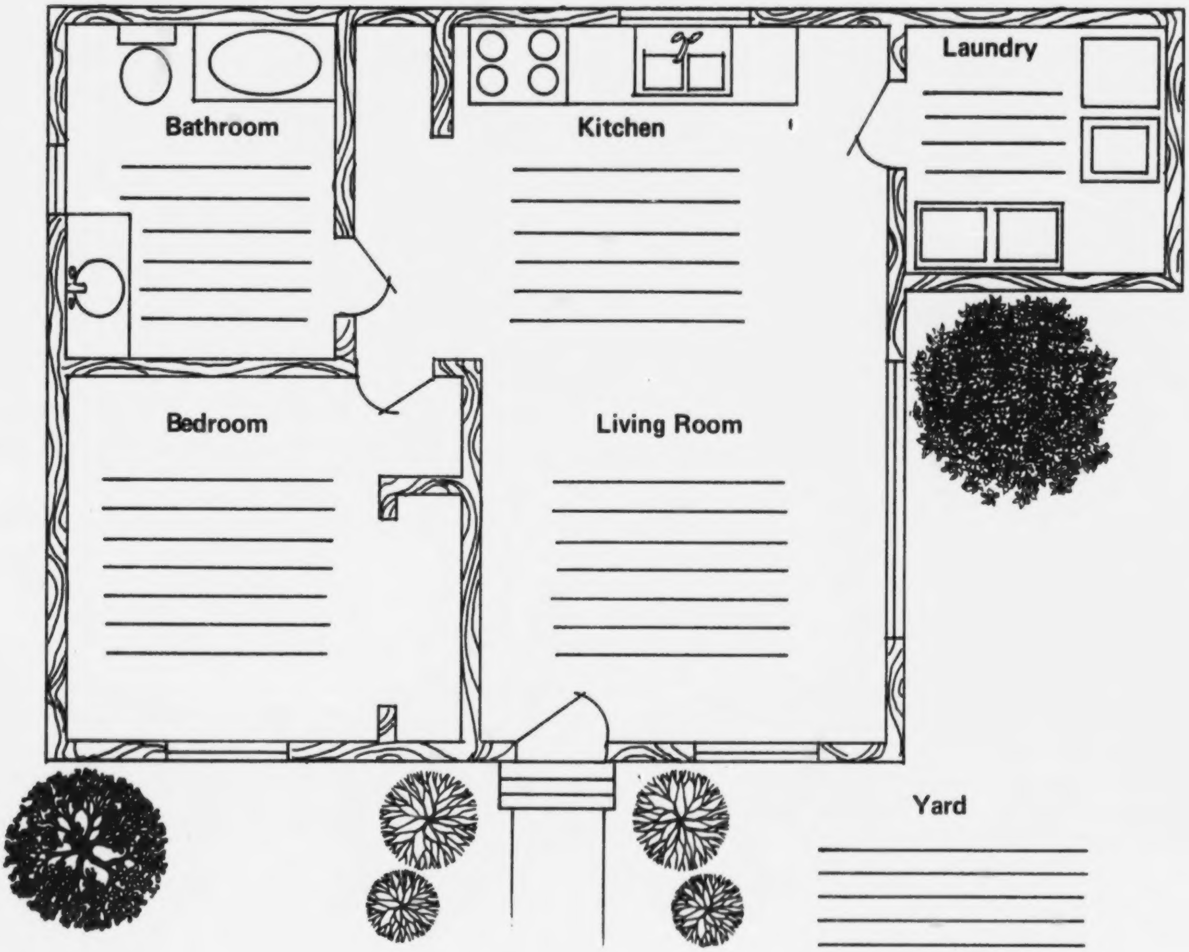
2. Explain that both the husband and the wife are working fulltime outside the home. Have the students divide the responsibilities into lists under *Male*, *Female*, *Both*, and *Outside Help* according to who they feel should be responsible for the tasks.

3. Divide the class in half and call one half *husbands* and the other half *wives*. Then pair the students into *couples* and have each couple go through the same procedure to make four lists of household responsibilities in a way that is acceptable to both.

4. When all couples have completed their lists, follow the same discussion questions as above.

Household Tasks

Directions. In the house there are weekly and daily household chores. Fill in the tasks to be done in the rooms below. After each, indicate who would be responsible; i.e., wash clothes—M for male, F for female, and E for either. These can apply to children as well as to adults.


Bathroom
Kitchen
Laundry
Bedroom
Living Room
Yard

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Understand that both men and women work out of economic necessity and need marketable job skills.

Exploring Expanded Life Roles: Activities for Several Days

From Roberta Gassman and Nancy Deutsch, *Increasing Options Through Life/Work Planning*, Bulletin No. 6368, Wisconsin Department of Public Instruction, 125 S. Webster St., P.O. Box 7841, Madison, WI 53707, rev. 1986.

Time. Four 50 minute class periods.

Resources. Handouts 1-10 (copies included), optional transparency presentation: *The World of Work Is Changing* (copy included—transparencies can be made from its pages), overhead projector, easel, screen.

Objectives

To examine societal attitudes about men and women in relation to paid work and home and family.

To explore the concept of nontraditionalism; i.e., the idea of breaking away from traditional behavior.

To create awareness of the realities and responsibilities of dual roles and clarify that men as well as women will be responsible for home and family as well as for paid work.

To develop an awareness of changes in the world of paid work, especially the extent of women's participation in the paid labor force.

To clarify that most women who work for pay do so out of economic necessity. To show that most women work in segregated, low-paying, low-status, dead-end jobs. To show how to avoid the present reality by which women have become the largest victims of poverty.

To develop an awareness of changes in the world of home and family responsibilities and the complexity and importance of necessary home management skills.

To raise awareness of the unexpected situations that can arise in one's life, forcing one into unplanned, nontraditional, expanded life roles.

Rationale. Before participants learn the specifics of life/work planning, it is essential that they explore the concepts of traditionalism, sex-role stereotyping, and dual life roles.

Participants will be affected in their lives by changes happening in the world of paid work as well as changes happening in the worlds of home and family. These changes will find most participants living very differently from the traditional patterns in this society. Most women will not be only full-time homemakers: out of necessity they will wear a wage-earning hat as well. And most men will not be only paid workers: out of necessity they will wear home and family hats as well. An understanding of such expanded life roles will better prepare participants to make important future life/work decisions.

Procedure

Introduction (5 minutes)

Explain to participants that the purpose of the module is to explore the changes happening in the world of paid work as well as changes happening in the world of home and family. An awareness of these changes will better prepare participants to make future life/work decisions.

Explain to participants that dual life roles or expanded roles refer to the growing trend that will find most adults in the future managing a combination of major life roles. Most women out of necessity will have home and family responsibilities as well as paid work responsibilities. And most men out of necessity will have paid work responsibilities as well as home and family responsibilities.

Concepts Regarding Sex-Role Stereotyping (45 minutes)

Explain to participants that they are now going to explore societal attitudes that exist about females and males.

Ask participants to think about the ideas people have about what kinds of paying jobs are "appropriate" for females and what kinds are "appropriate" for males. Elicit from participants all the "women's jobs" that come to mind and record on one side of an easel or blackboard. Elicit from participants all the "men's jobs" that come to mind and record on the other side of the easel or blackboard.

Ask participants to think about the ideas people have about which home and family tasks are "appropriate" for females and which are "appropriate" for males. Elicit these from participants and add to women's and men's list on easel or blackboard.

Participants will probably come up with the following type of lists:

	Females	**Males**
Jobs	secretary	doctor
	teacher	lawyer
	social worker	carpenter
	nurse	factory worker
	waitress	truck driver
Tasks	cooking	taking out garbage
	cleaning	fixing things
	childcare	yardwork

Facilitate a large-group discussion on sex-role stereotyping covering the following points:

a. Most sex-role stereotypes come from times when men's physical strength was required for many production tasks on farms and in factories while women's work in processing food and fiber could be done in the home in combination with caring for family members. In wealthy families where work was done by servants or slaves, women were only expected to be decorative and entertaining.

b. Why it matters—by implying that there are certain things that they should and should not do, sex-role stereotypes limit the options of both females and males. In reality, both males and females can and should do things from either side of the list so that both can be economically independent if they need to be and both can enjoy contributing to the unpaid work involved in home and family life.

c. Traditional notions of what is "appropriate" for females do not adequately prepare one for the world of paid work.

d. Traditional notions of what is "appropriate" for males do not adequately prepare one for the world of home and family.

e. Everyone suffers under stereotyped notions of what males and females "should" do. Equality brings more satisfaction.

f. Fields in which men are employed in high proportions offer higher pay scales.

Changes in the World of Paid Work (1 hour and 40 minutes or two class periods).

1. Introduce this section by explaining to participants that there have been some major trends emerging in the world of paid employment over the last few years.

2. Ask participants to get into a statistical frame of mind by filling out a brief questionnaire, which will not be handed in. Distribute "The World of Paid Work," (Handout No. 1). Ask participants to complete quickly.

   Following are the answers. You may use these to facilitate class discussion if you do not intend to show the optional transparencies, which otherwise provide these answers for the class.

   1. True.
   2. False. Most U.S. women who marry and have children will be employed 26 years.
   3. False.
   4. False. Only 4% of families.
   5. False. More than doubled.
   6. True.
   7. True. These jobs often pay more than jobs women have traditionally held.

3. Optional. Show the transparency presentation, "The World of Paid Work Is Changing." In presenting the transparencies you may not want to read the narrative exactly as it is on the transparency. It may be preferable to read a part of it and then make your own explanation. To have some commentary is desirable to help the students understand the impact of the statistics shown. The following commentary is offered for that purpose:

Transparency 1: Many of our ideas about the lives of adult women come from a time when homemaking and childrearing were full-time occupations for most women. The figures that are collected by the federal government from the census and other sources show a very different situation today.

Today homemaking does not involve making the soap, weaving the cloth, butchering the meat and poultry, and many such tasks that were essential to survival. Today we usually purchase such products and services, but we do have to pay for them. The result is that a family needs more cash income than it used to and women are now working in paid jobs in order to purchase their needs.

The next graphs show what is happening and what you should be preparing for.

Transparency 2: Very few women are full-time homemakers now even when they have children.

Transparency 3: Most women are employed because they must support themselves, themselves and their children, or they need to bring the family income over the poverty level.

Transparency 4: Notice the change from 1950. Women are likely to be in the labor force for 26 years of their lives even when they marry and have children. The chart shows how women's lives have changed in the last three decades. The figures for the average sixteen-year-old show the trend continuing. For sixteen-year-old girls, the worklife expectancy in 1979-80 was 29.3 years and for boys 39.1 years.

These figures are significant because they indicate that girls should prepare for future work more carefully than women did in times when they expected to be employed for only a few years before marriage. You are likely to be employed for a very long time so you should prepare to do something that you want to be doing.

For boys, these figures indicate that you should be prepared, if you marry, to share home and family tasks with wives who, like you, are employed outside the home.

And in Wisconsin, now that we have become a community property state, that which either of you earns belongs to you jointly. That sharing of earnings implies that a couple also shares the unpaid labor of the household.

Transparency 5: This illustration dramatizes the great increase in family income that occurs with two incomes. Incidentally, it also indicates that women's pay is still not commensurate with men's pay in most cases.

Transparency 6: The actual figures are shown here. They are not very encouraging to young women. However, major efforts are being made now to pay women equally for similar kinds of work. One effort is called "comparable worth." It is likely to result in improved pay for women as time passes. It is also true that women in professional occupations are already receiving pay that is more comparable to that of men.

Transparency 7: Minority women find it even more difficult to earn a fair income.

Transparency 8: The figures show the increasing number of women who do not have a husband and who must provide for themselves and for their children. Each of us is tempted to think that divorce will not happen to us, but we must be realistic about it and recognize the reality of these statistics.

Transparency 9: Given the number of divorces and the relatively lower pay of women, it should not surprise us that poverty is a serious problem for many women. In this graph we see that of the ten people who are scraping along below the poverty level, holding on by their fingernails here, six out of ten are women.

Transparency 10: It appears that the main reason that women earn less than men is that they work in jobs where most workers are women so employers have been able to follow the old pattern of paying women less because they think that women don't really need to provide for a family, as men do. These bars compare pay for women's and men's jobs. In these comparisons, the women's jobs require considerably more training and responsibility than the men's, but their pay is considered lower.

Transparency 11: If girls don't want to wait for the day when "comparable worth" becomes a reality, then they might think about preparing for employment in a "nontraditional field." Here are some suggestions.

Transparency 12: Now, to summarize: Work is changing. Most women today and in the future will work because they need to take care of themselves and their families. That being the case, women must be concerned about the low pay scales for the traditionally female jobs. Women must support equal pay efforts. Men should too. But women should also consider preparing for nontraditional employment in order to protect themselves financially.

And there is no reason why women cannot do these nontraditional jobs. Even those that involve muscle work can be done by women who are fit. And most jobs in this technological society require brains more than brawn. Women can do them. But they do need to prepare for them.

4. Explain that the group will do an exercise to explore it it's really true that women have paying jobs out of economic necessity. Distribute "Do Women Really Work for Pay Out of Economic Necessity?" (Handout No. 2). Ask participants to study the handout.

5. Put participants in small groups of four to five and distribute the "Small Group Worksheet: Do Women Really Work for Pay Out of Economic Necessity?" (Handout No. 3). Ask them to answer as a group all of the questions on the work sheet.

6. Have small groups report back, sharing their answers with the large group.

7. Summarize discussion, stressing that in today's economy even many married women must work for pay out of economic necessity.

Changes In The World of Home and Family (1 hour).

1. Introduce this section by saying that there have been various new trends, which are changing the world of home and family—people are marrying later, people are staying single whether by choice or not, and more married women are working for pay outside the home, mostly full time. This means that more people, both men and women, are assuming the combined responsibilities of both home and family and paid work.

2. Explain to participants that they will do an exercise that will help them examine this new trend of changes at home. Distribute "Why Are Things Changing at Home?" (Handout No. 4). Ask participants to read each of the three situations and answer the question at the end of each one.

3. Divide large group into small groups of 4-5 and distribute the "Small Group Worksheet: Why Are Things Changing at Home?" (Handout No. 5). Ask them to answer as a group all of the questions on the work sheet.

4. Have small groups report back, sharing their answers with the large group.

5. Facilitate summary discussion on why it is critical to develop dual life skills.

Preparing for the Unexpected (1 hour).

1. Introduce this section by explaining that many of us don't really believe that we'll have to prepare for dual life roles because we think we'll be the exception. However, there are many unexpected, sudden situations that can come up in our lives that can force us into expanded or nontraditional life roles.

2. Explain to participants that they will do an exercise designed to raise awareness about the unexpected serious situations that can come up in one's life. Divide participants into five small groups. Give each group copies of "Things Haven't Worked Out As I Thought They Would," either case study A, B, C, D, or E (Handouts No.'s 6, 7, 8, 9, or 10). Ask each group to read its case study and answer the four questions on the sheet.

3. Have a reporter from each small group report back to the large group, describing the situation they worked on and their answers to the four questions on their sheet.

4. Facilitate a summary large-group discussion on why it is essential to prepare for dual life roles.

The World of Paid Work

True or False

☐ 1. Now more than ever before, more women have paying jobs outside the home.

☐ 2. Most U.S. women are likely to marry, have two children, and have paying jobs outside the home for fourteen years.

☐ 3. Most women who have paying jobs work for the "extras" in life, not because they really have to.

☐ 4. Most U.S. families now consist of two children at home, the husband as a breadwinner, and the wife as a full-time homemaker.

☐ 5. The gap between the earnings of women and men has nearly doubled since 1955.

☐ 6. Minority women earn the least of all paid workers.

☐ 7. Encouraging more girls and women to pursue nontraditional fields is a good way to eliminate the "earnings gap."

Handout No. 2

Do Women Really Work for Pay Out of Economic Necessity?

Mike and Kathy are trying to decide if they can marry and live on one income. Please consider the following information so that you will be able to advise them on what to do.

Mike is 23 and really wants to marry his girlfriend, Kathy, who is also 23. Mike works as a machine operator and now earns close to $6.00 an hour, or $12,225 a year. One thing Mike knows for sure—he doesn't want Kathy to work for pay once they get married. "My mother never had a job because my father didn't believe in it, and I'm just the same," he says. "They managed fine. I suppose if a woman never marries or if her husband dies or something, then she has to get a job, but other than that, I see no reason for it. We plan to have children and a house someday anyway."

Kathy enjoys her job as a library assistant. She earns $3.75 an hour, or $7,800 a year. She wants very much to be married to Mike but she also has fantasies sometimes about taking courses and getting a more responsible job at the library.

Mike decides to ask his parents for some advice. His parents advise him to look at his monthly income and expenses. Mike's mother says, "Look at where your money is going now. Then look at what additional expenses Kathy would have. Then you and Kathy can sit down, talk about it, and figure out if you can make it on one salary alone."

To help them figure out what to do, Mike and Kathy come up with the attached estimate of their monthly expenses.

Mike's and Kathy's Estimate of Their Monthly Expenses

Mike's monthly take home pay after taxes and health insurance	$815.00
Mike's monthly expenses	
Apartment rent	225.00
Utilities	40.00
Telephone	20.00
Car loan	75.00
Gasoline and car upkeep	35.00
Car insurance	27.00
Groceries	130.00
Pocket cash (includes laundry, haircuts, gifts, records, etc.)	85.00
Entertainment (includes movies, concerts, bowling, dates, etc.)	65.00
Doctor	10.00
Dentist	10.00
Clothes	10.00
Cable TV	8.00
Big purchases (stereo equipment, camping gear, etc.)	35.00
Miscellaneous and emergency	10.00
Savings	30.00
Total Monthly Expenses	**$815.00**

Mike and Kathy figure that her additional medical, food, entertainment, clothes, and transportation expenses would come to another $220.00 a month.

Handout No. 3

Small Group Worksheet: Do Women Really Work for Pay Out of Economic Necessity?

You are a group of Mike's and Kathy's close friends. They have come to you for advice. After considering Mike and Kathy's situation and their expenses, how would you advise them on the following four issues?

1. Do you think Mike and Kathy can afford to live on his salary alone? Explain your answer.

2. If Kathy did not work for pay because Mike did not want her to, how might she feel about it? How could that affect her personally? How might that affect their relationship? Why?

3. What are the various ways Mike and Kathy might arrange things?

4. What do you think Mike and Kathy should do? Explain your answer.

Handout No. 4

Why Are Things Changing at Home?

Please consider the following and answer the question at the end of each situation.

1. *Jack and Nan*

   Both Nan and Jack must work for pay to make ends meet. She works as a salesperson, and he as a personnel assistant with a large company. Nan finds life pretty hectic. Her day starts early, getting their two children up, washed, dressed, fed, and taken to the sitter's. After work she picks up the children, prepares dinner, and while Jack watches TV with the children she gets the kitchen cleaned up. Later she bathes the children, reads them stories, and puts them to bed. Weekends may find her paying bills, planning meals, grocery shopping, cleaning house, and doing laundry.

   Nan would like to take the children to the library or to the park more, or just spend some relaxed time alone with each of them, but she never seems able to fit it in.

   Jack plays poker one night a week, bowls one night a week, and spends most of the weekend working on the yard or fishing.

   Question: How well are Jack and Nan handling the combined responsibilities of home and family and paid work? Explain your answer.

2. *Al and Lynn*

   There's never a dull moment at Al's and Lynn's house. For financial reasons, they both must have paying jobs. They work day shifts, he as a maintenance worker and she as a nurse's aide. Their day starts with Al getting the children up, washed, and dressed while Lynn gets their breakfast ready. He takes the children to the sitter in the morning, and she picks them up at the end of the day. Al and Lynn take turns planning and preparing dinner as well as cleaning up after. Al gives the children their baths, and Lynn puts them to bed. Both Al and Lynn go out alone one night a week.

   Al and Lynn each make time to talk with the children and do special things with them. They go on a lot of bike rides, walks, and trips to the zoo. They all enjoy listening to music together.

   On weekends Al does the laundry, and Lynn does the vacuuming and house cleaning. They take turns keeping the kitchen and the bathroom clean. He keeps the grass cut and she pays the bills.

   Question: How well are Al and Lynn handling the combined responsibilities of home and family and paid work? Explain your answer.

3. *Rick*

   Rick is a research assistant for city government and was recently divorced after a brief and unhappy marriage. He likes living alone, though he has never really settled into his apartment. He would like it to look nice but doesn't know what to do with it. He's bought no furniture and uses just a few old pieces given to him by his parents. The walls are bare, and the place is rather depressing. Sometimes he finds himself not looking forward to going home. He is not good at cooking, so he eats most of his meals out. He's had little experience doing laundry, so he just sends everything to the dry cleaners. He's been running into some money problems at the end of every month because he doesn't do much budget planning. Lately he's had trouble concentrating at his job.

Question: How well is Rick handling the combined responsibilities of home and family and paid work? Explain your answer.

Small-Group Worksheet: Why Are Things Changing at Home?

1. Think of a day or a week at your house. Make a list of the tasks that your parents try to accomplish.

2. Should only women develop home and family skills? Why?

3. How do women benefit if men develop home and family skills? Why?

4. How do men benefit if they develop home and family skills? Why?

Handout No. 6

Things Haven't Worked Out as I Thought They Would: Case Study A

Lisa and Jim

Lisa dropped out of college to marry Jim who had just gotten an exciting sales job in another state. She had completed two years toward her degree in business. Even though Lisa was not pleased about all of Jim's traveling, she was happy at home with their two small children.

Jim has just told Lisa that he doesn't want to be tied down anymore, and he wants a divorce. Lisa realizes that, even if Jim pays child support, it will not be enough to support her, the children, and the house.

1. List three choices that Lisa might make.

2. What are Lisa's greatest worries?

3. What do you think you might do in a similar situation and why?

4. Can you imagine three things that might happen because of your choice(s)?

5. Is there anything Lisa could have done earlier in her life that would have better prepared her to deal with this situation?

Things Haven't Worked Out as I Thought They Would: Case Study B

Jamal and Tanya

Tanya married Jamal shortly after she graduated from high school. He's earned a good salary as a skilled carpenter, and she's enjoyed being a homemaker and caring for their three children.

Jamal has just had a serious car accident that left him permanently disabled. He did not maintain adequate disability or health insurance. The medical bills will be enormous, and the low disability payments will only last for a few months.

1. List three options open to Tanya.

2. If you were Tanya, which option would you choose? Why?

3. What would be the consequences of your action?

4. Is there anything Tanya could have done earlier in her life that would have better prepared her to deal with this situation?

Things Haven't Worked Out as I Thought They Would: Case Study C

Betty

Betty always valued her independence and knew she wanted to remain single. Her family had finally stopped pressuring her to get married. She had many friends and an active social life. Her job as administrator of a center for the elderly was very fulfilling even though the salary was so low. She always felt that money wasn't the most important thing in the world.

Lately, however, with the economy being as depressed as it is, Betty realizes that there are many things that she can't afford to do on her salary. She can hardly afford a good stereo or cross country skis, and a car or a small house seems out of her grasp forever. She's a little tired of living on such a tight budget.

1. List three options open to Betty.

2. If you were Betty, which option would you choose? Why?

3. What would be the consequences of your actions?

4. Is there anything Betty could have done earlier in her life that would have better prepared her to deal with this situation?

Handout No. 9

Things Haven't Worked Out as I Thought They Would: Case Study D

Maria and Juan

Maria and Juan met while they were both in trade school studying printing. Maria worked as a printer's assistant for three years before she quit to raise a family. They have three small children. Maria has always had a fantasy of learning auto mechanics sometime in the future because she enjoys fixing her own car and the pay is quite good. Juan has been violently opposed to this because he says, "It's no work for a woman!"

Juan has suddenly been laid off because of computerized automation, which has eliminated his job. Projections are that this will happen throughout the printing industry, and he has no other job prospects. Maria has just heard of a well-paying job that would train her in auto mechanics.

1. List three options open to Juan.

2. If you were Juan, which option would you choose? Why?

3. What would be the consequences of your actions?

4. Is there anything Juan could have done earlier in his life that would have better prepared him to deal with this situation?

5. If you were Maria what would you do?

Things Haven't Worked Out as I Thought They Would: Case Study E

Julie and David

Julie became pregnant at seventeen. After much thought she decided to keep the baby. Her boyfriend, David, agreed that if they really loved each other they could make a go of it as a family. While Julie took care of the baby, David worked at a number of part-time jobs but had trouble making ends meet.

Julie and David started having problems and a year later got a divorce. Julie and her child may now have to go on welfare.

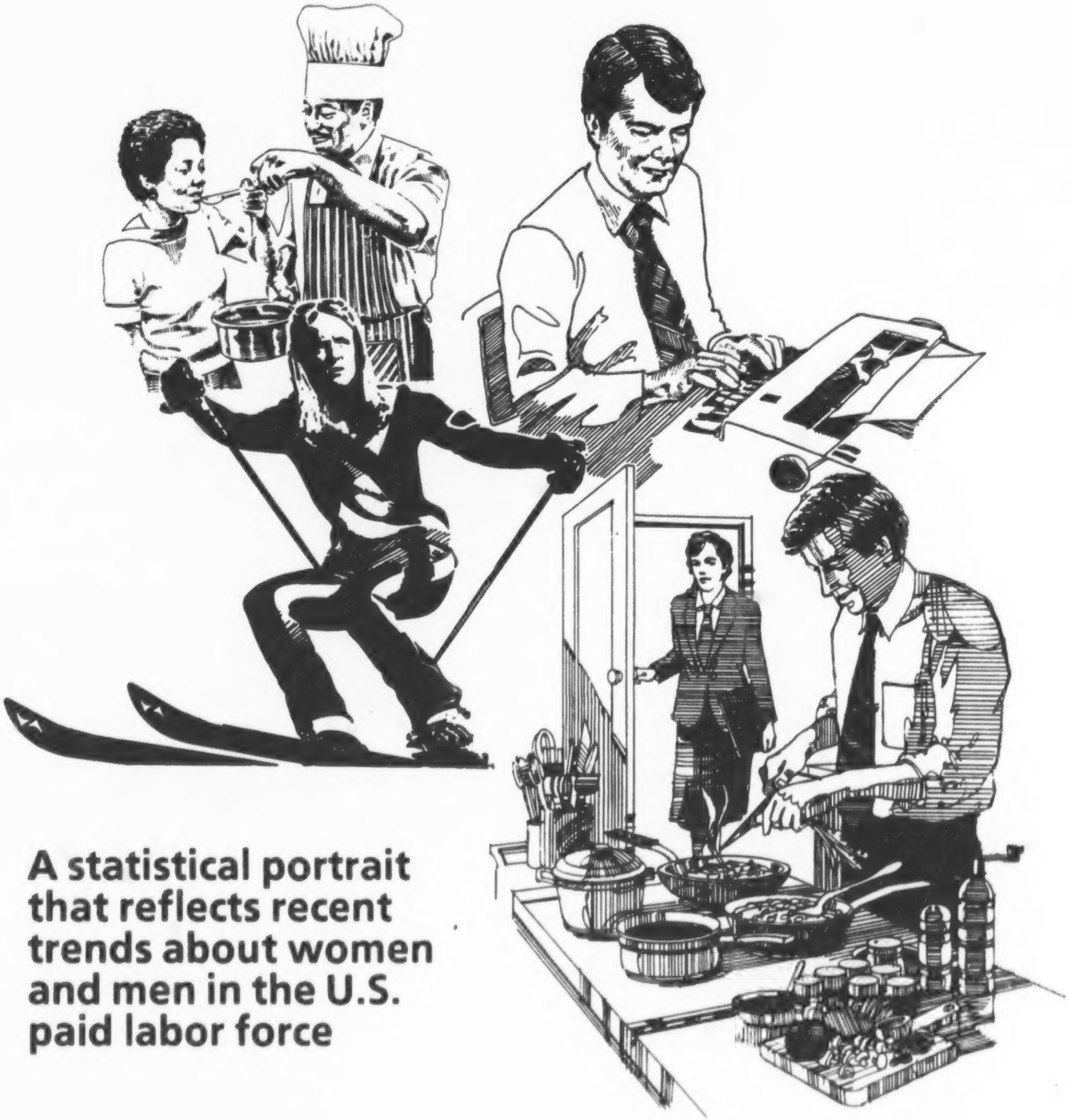
1. List three options open to Julie.

2. If you were Julie, which option would you choose? Why?

3. What would be the consequences of your actions?

4. Is there anything Julie could have done earlier in her life that would have better prepared her to deal with this situation?

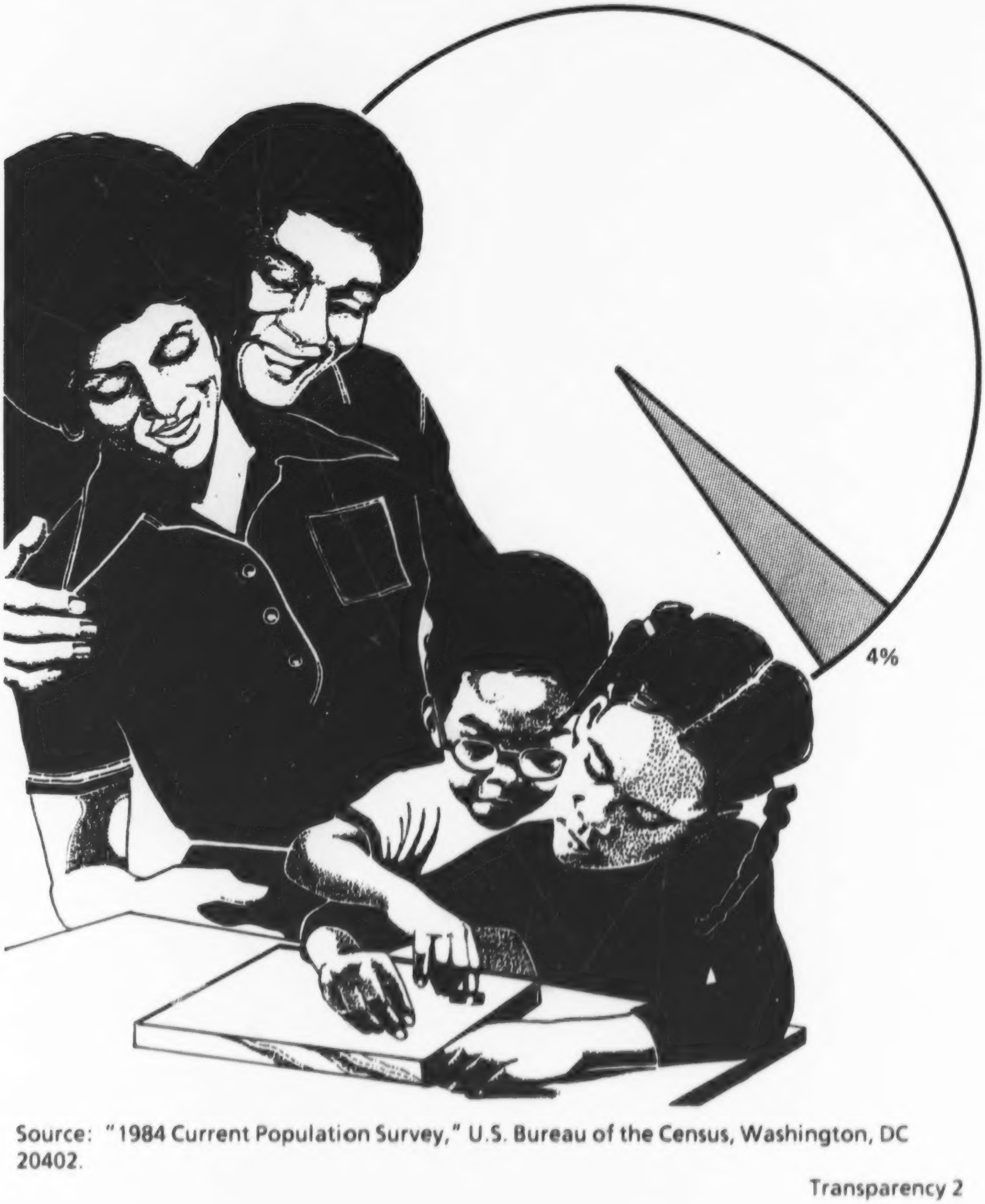
The World of Work is Changing



A statistical portrait that reflects recent trends about women and men in the U.S. paid labor force

Transparency 1

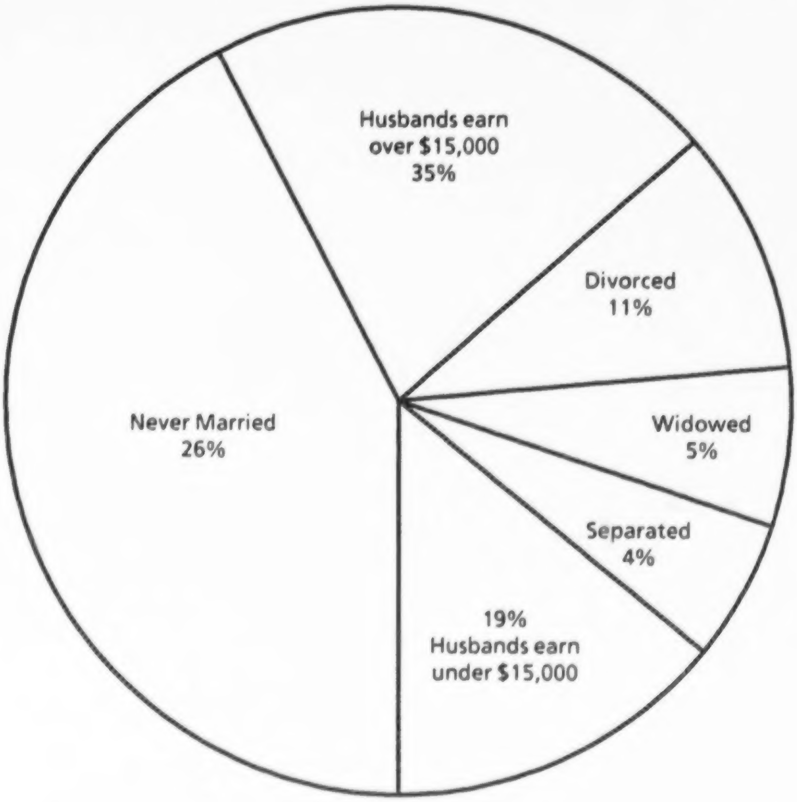
The family model of two children at home, husband as breadwinner, wife as full-time homemaker, now exists for only 4% of all U.S. families.



Source: "1984 Current Population Survey," U.S. Bureau of the Census, Washington, DC 20402.

Transparency 2

65% of employed women either support themselves, themselves and their children, or they contribute in an essential way to their family income.



19% of employed women have husbands who earn less than $15,000.

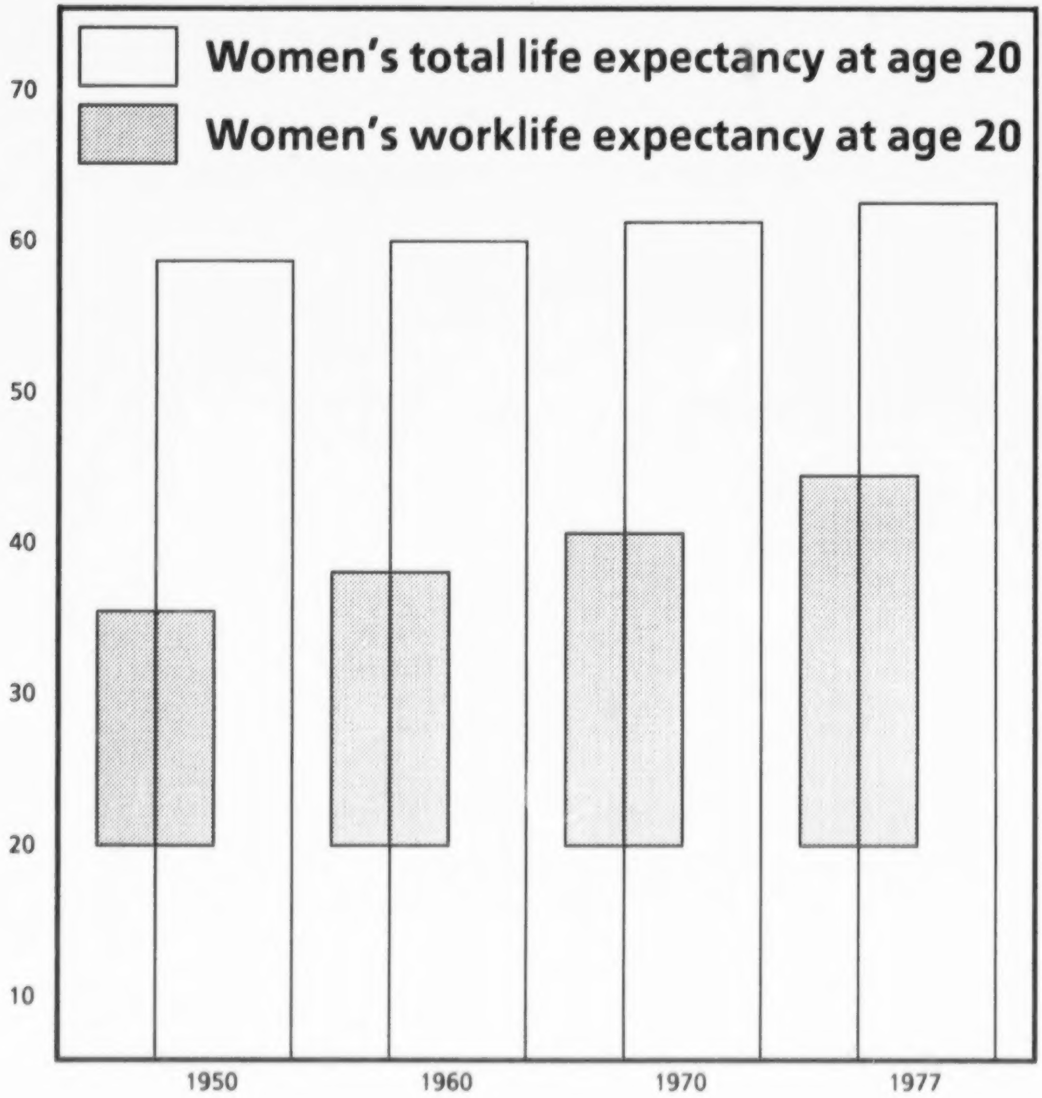
46% of employed women are widowed, separated, divorced, or never were married.

Only 35% of employed women have husbands who earned more than $15,000.

Source: Women's Bureau, U.S. Department of Labor, Washington, DC 20402, 1984.

Transparency 3

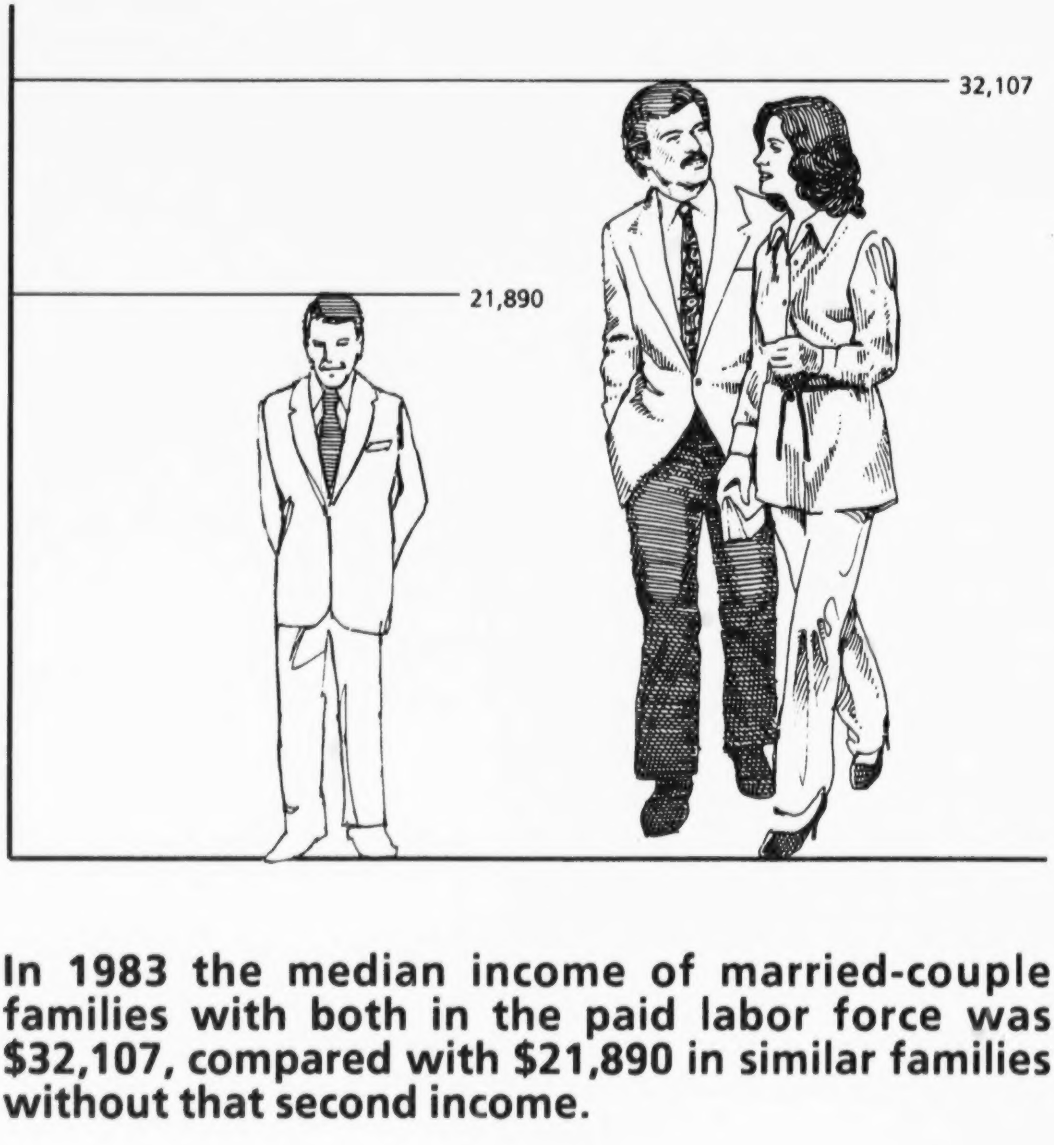
An average 20-year-old woman can expect to spend an average of 26 years in the labor force. For men the comparable figure is 37 years. (These are 1977 figures.)



Source: "Women At Work: A Chartbook," Bureau of Labor Statistics, U.S. Department of Labor, Washington, DC 20402, April 1983.

Transparency 4

Family income is greatly increased when both adults work for pay.



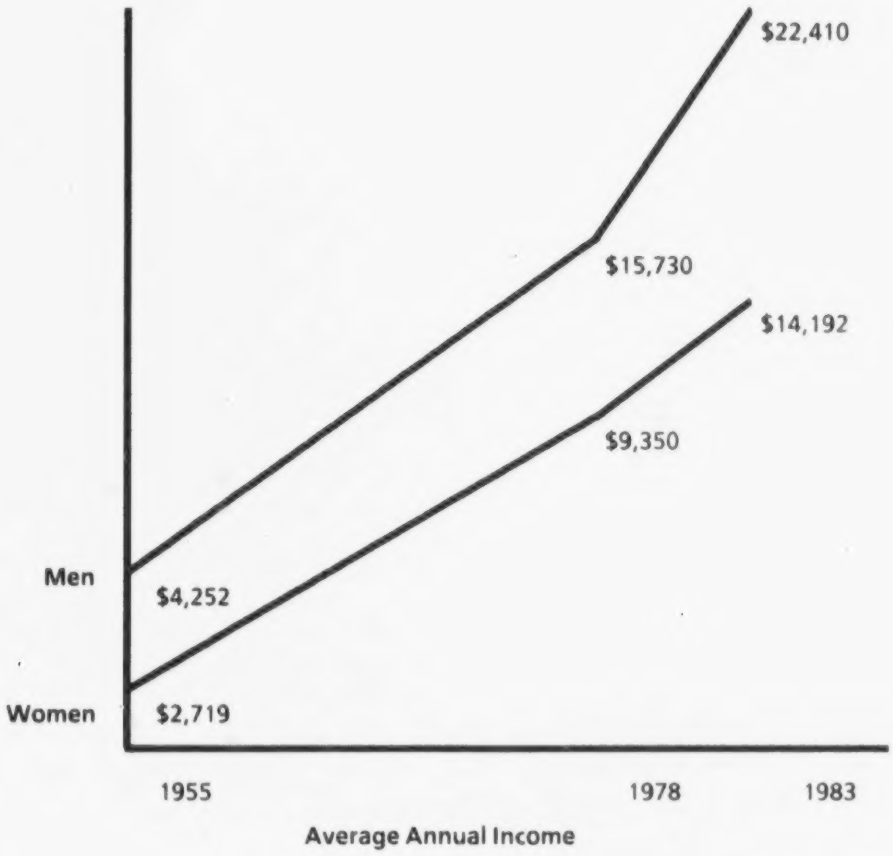
In 1983 the median income of married-couple families with both in the paid labor force was $32,107, compared with $21,890 in similar families without that second income.

Source: "20 Facts About Women Workers," Women's Bureau, U.S. Department of Labor, Washington, DC 20402, 1984.

Transparency 5

Unfortunately the situation is not getting better.

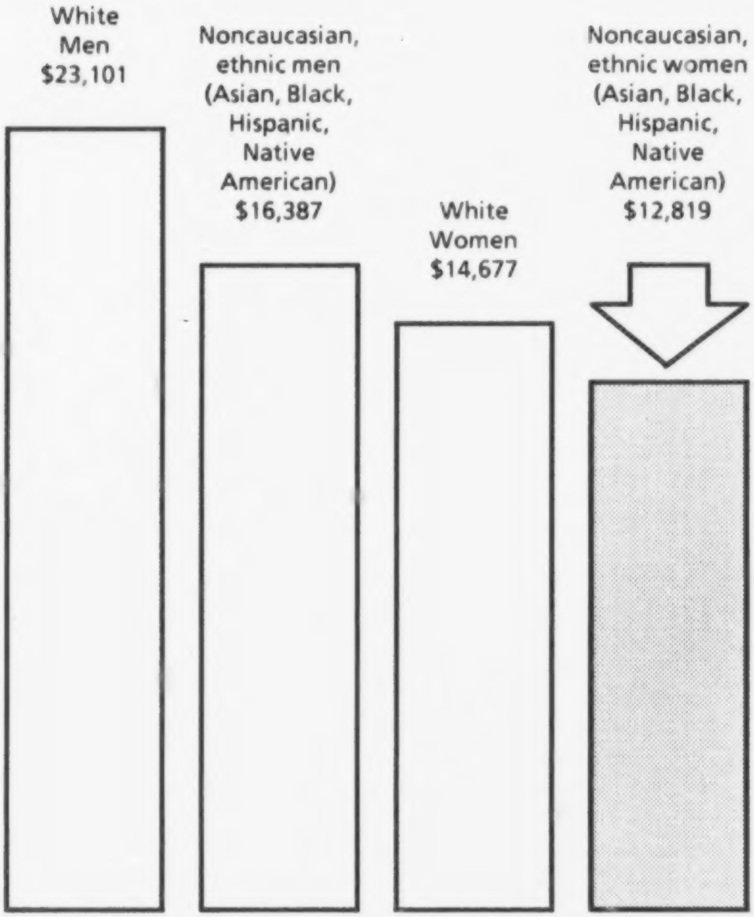
The gap between the earnings of women and men has more than doubled since 1955. Women who work year-round at full time jobs earn only 64¢ for every dollar earned by men.



Source: Women's Bureau, U.S. Department of Labor, 1984.

Transparency 6

Noncaucasian, ethnic women earn least of all.



Average Annual Income

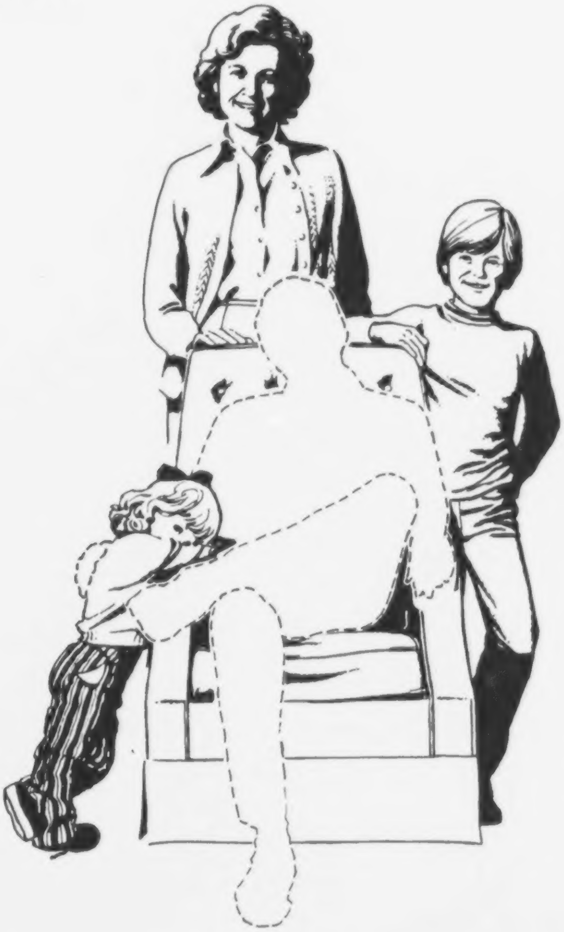
Source: Women's Bureau, U.S. Department of Labor, Washington, DC 20402, August 1979.

Transparency 7

Women are providing for an increasing proportion of all families.

Between 1970 and 1983 the number of one-parent families doubled, reaching 10,265,000. The growth is attributed largely to more marriages ending in divorce and more women having children without marrying.

Women are providing for about 90% of the one-parent families.

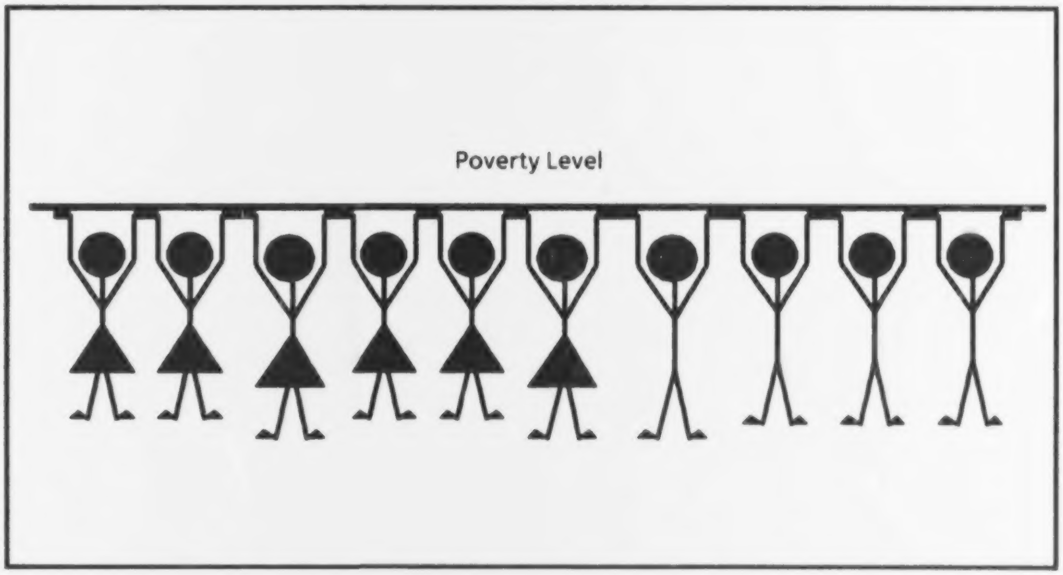


Source: Women's Bureau, U.S. Department of Labor, Washington, DC 20402, 1984.

Transparency 8

But poverty is a serious problem for many women.

Women made up 61% of all people ages 16 and over whose incomes were below the poverty level in 1983.



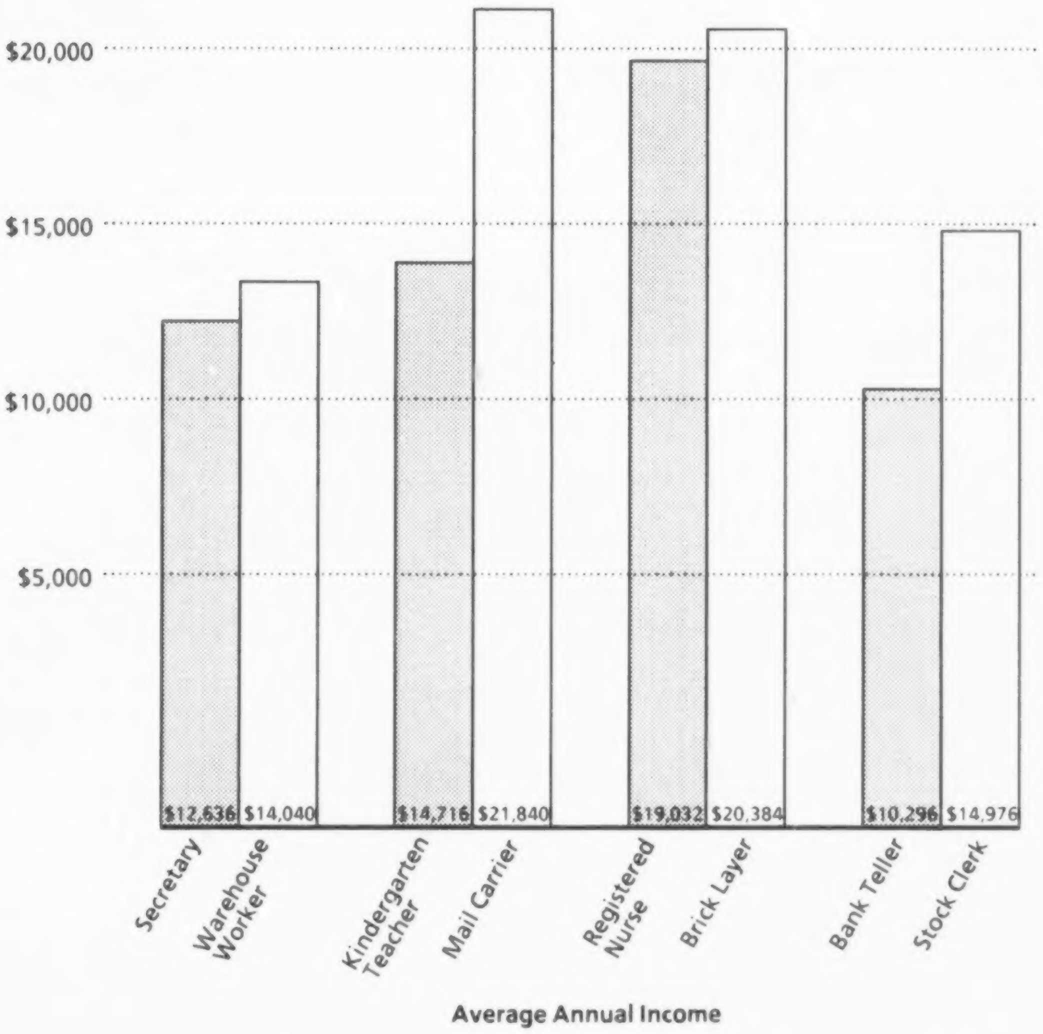
Source: "20 Facts About Women Workers," Women's Bureau, U.S. Department of Labor, Washington, DC 20402, 1984.

Transparency 9

374

There is general agreement that women's lower earnings result in large part from their concentrated employment in the lower-paying industries and occupations where they make up a major portion of the work force.

Occupational segregation causes women's work to be underpaid and undervalued.

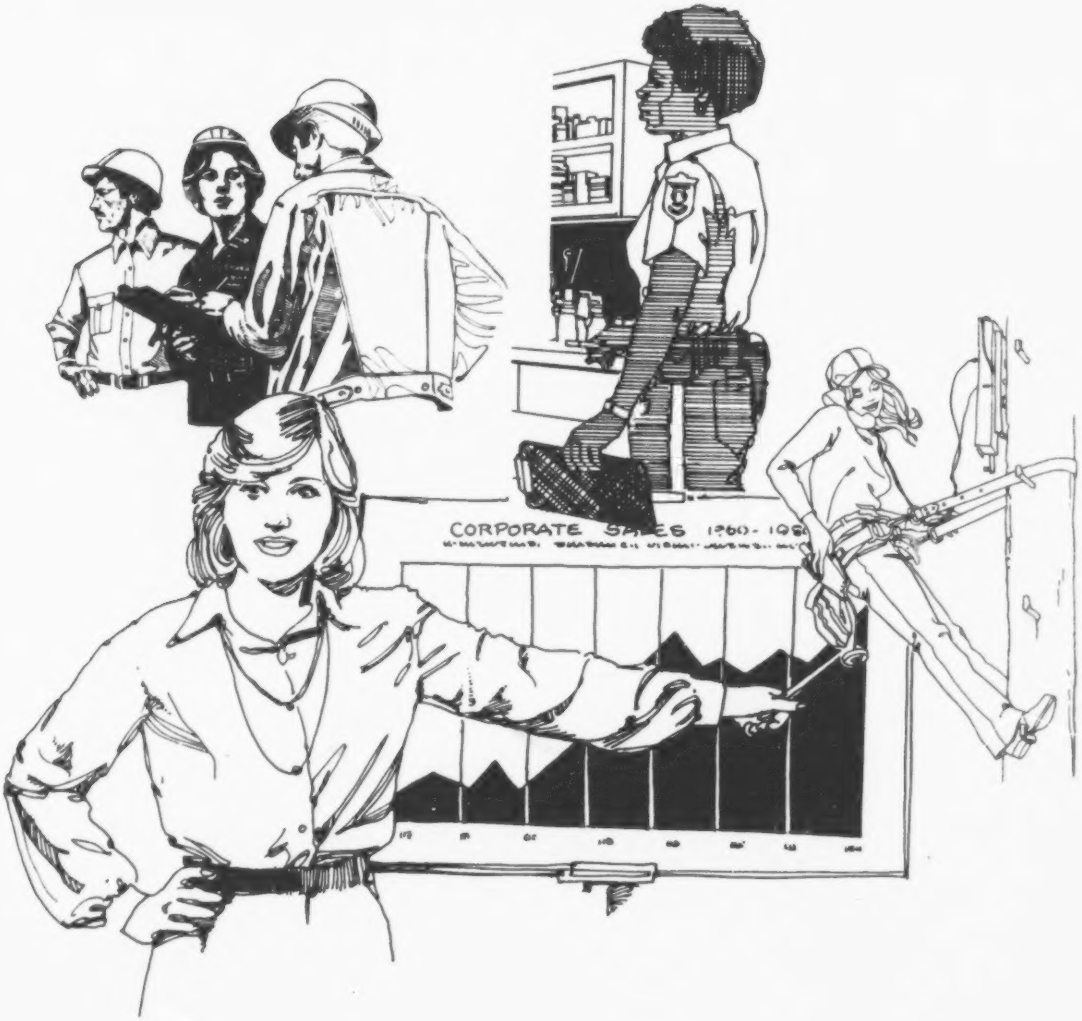


Source: "A Fact Sheet on Pay Equity," National Commission on Working Women, 2000 P St. N.S., Washington, DC 20036.

Transparency 10

A good way for a woman to increase her earnings is to prepare for employment in a nontraditional field.

(Pay equity will also be improved when employers accept pay scales based on the "comparable worth" of jobs rather than just strict equal pay for exactly the same job.)



Transparency 11

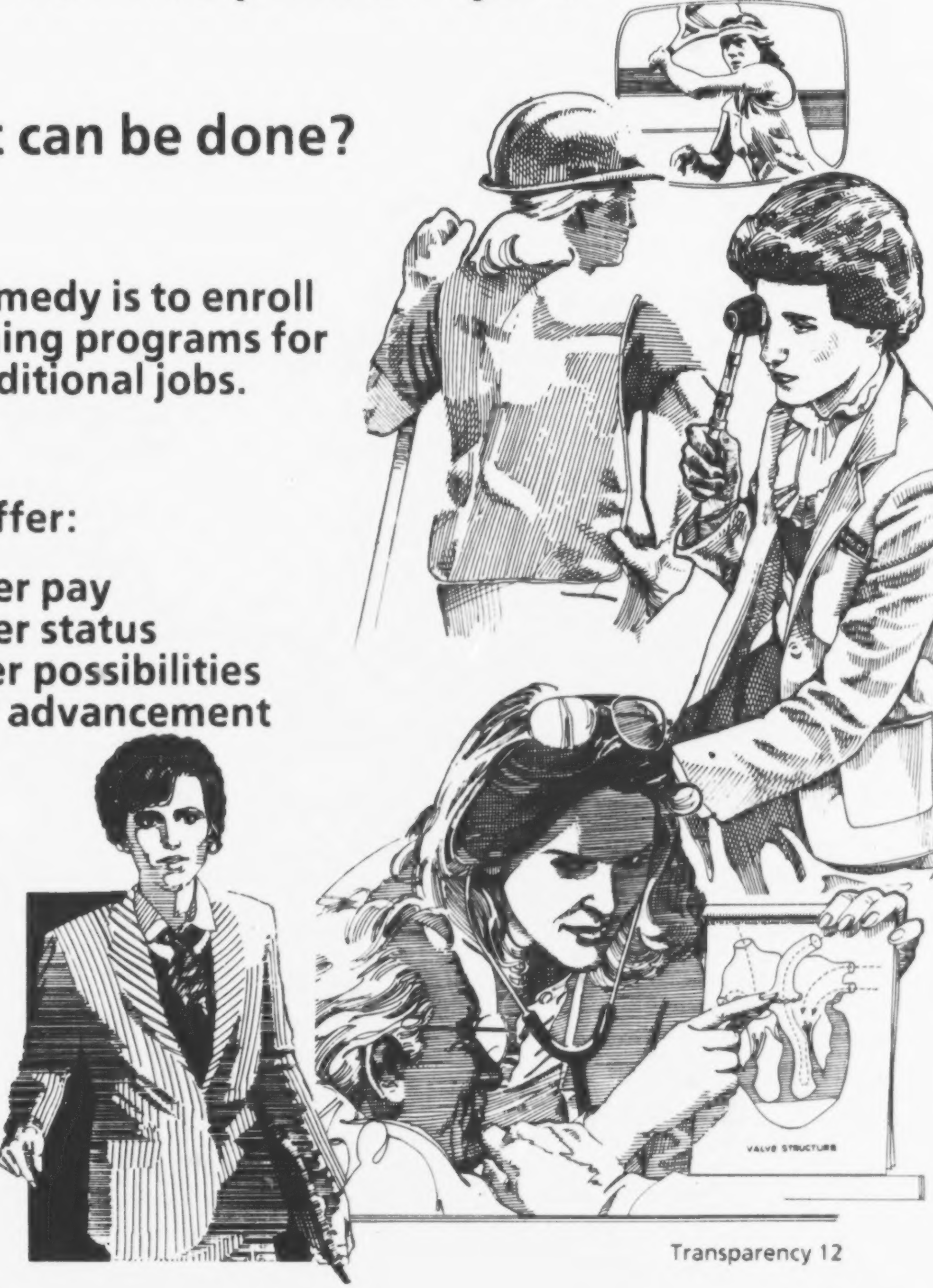
The world of work is changing. More women work out of economic necessity, yet most receive lower pay than men in equivalent jobs.

What can be done?

One remedy is to enroll in training programs for nontraditional jobs.

They offer:

- higher pay
- higher status
- better possibilities for advancement



Transparency 12

Career/Vocational (1)

Understand that both men and women work out of economic necessity and need marketable job skills.

Financial Facts of Life

From *Expanding Adolescent Role Expectations*, Community Service Education Department, New York State College of Human Ecology, Cornell University, Ithaca, NY 14853, rev. 1978.

Time. Several class periods or a small unit depending on how extensively covered.

Resources. Reference books, audiovisual materials, and career kits and materials available from local libraries. Particularly recommended are the following:

- *Images*, CIRCLE Project, California State University, 655 University Avenue, Suite 109, Sacramento, CA 95825, 1988.
- Mindy Bingham and Sandy Stryker, *More Choices: A Strategic Planning Guide for Mixing Career and Family*, Santa Barbara, CA: Advocacy Press, 1987.
- Mindy Bingham et al., *Challenges: A Young Man's Journal for Self-Awareness and Personal Planning*, Santa Barbara, CA: Advocacy Press, 1984.
- Mindy Bingham et al., *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning*, Santa Barbara, CA: Advocacy Press, revised 1985.
- Roberta Glassman and Nancy Deutch, *Increasing Options Through Life/Work Planning*, Madison, WI: Department of Public Instruction and University of Wisconsin Department of Governmental Affairs, revised 1986.

Objectives

To evaluate several potential career choices in terms of the standards of living students would like to attain.

To examine the differences between the lifestyle and budget that could be kept with a job that has traditionally been for males and one that has traditionally been for females.

To aid students in personal and financial planning.

Procedure. Have students mentally project themselves 10 or 15 years into the future and write a brief description of what they think their lifestyle might be. If necessary, write a list of guide words on the board for consideration.

For example:
married or single
own or rent home, apartment, or trailer
children
furniture
car
vacation
recreation and entertainment
insurance
savings
clothes

When the lifestyle projections are complete, have students select two careers to research in terms of income, location of work, future employment opportunities, and other conditions that might influence their personal life (education, chances of promotion, status, and so forth). Encourage each student to choose one career that has traditionally been for a member of the opposite sex.

Help the students develop budgets based on their desired lifestyle and on the careers they investigated. In addition to lifestyle considerations, students should also include estimates of income and property taxes, utilities, repairs, office and equipment costs (if in business for themselves), emergency funds, birthday and holiday gifts, education costs, job level, and income after ten years experience.

When budgets are completed, discuss the following questions.

- What problems did you have financing your desired lifestyle with the budgets from either of the careers?
- Could you meet your lifestyle projections easier with one career than the other?
- How could you adjust your budget if you found you were spending too much money?
- How would your budget change if your spouse was also working?
- In what ways would your lifestyle be different depending on which of the jobs you actually held?
- After investigating these jobs, would you like to hold either of them?
- (Use if it applies.) What are the advantages of holding the job that has traditionally been filled by members of the other sex?
- What are the disadvantages?

High School

Career/Vocational (1)

Understand that both men and women work out of economic necessity and need marketable job skills.

When I Grow Up, I'm Going To Be Married

From *WINC (Women in Nontraditional Careers) Curriculum Guide*, Women's Bureau, U.S. Department of Labor, Washington, DC 20402, 1984.

Time. 1-2 class periods.

Resources. 10 profiles with chance factors for girls; one for boys (included).

Objectives

To give girls greater awareness of the realities of women's lives.

To give girls experience and self-confidence in dealing with unexpected hardship or altered circumstances.

To motivate girls to alter their current activities and plans so that future pitfalls can be avoided and the maximum potential of their abilities can be realized over the course of their lives.

Background for Playing the Game. This is an activity that illustrates how time and circumstances affect women. When you ask a little boy what he is going to be when he grows up, he tells you; he may not end up being what he first says, and he may "be" a number of different things over the course of his life, but throughout he is focusing on the work he does. Most little girls say they will be married, period. Yet data of the U.S. Department of Labor and the California Advisory Commission on the Status of Women show the following: The average life expectancy of women today is 75 years; since childbearing patterns have changed, the average mother of today has 40 years of life ahead of her after her youngest child enters school; 9 out of 10 girls will marry; 8 out of 10 will have children; 9 out of 10 will be employed outside the home for some period of their lives; at least 6 out of 10 will work full time outside their homes for up to 30 years; more than 1 in 10 will be widowed before she is 50; more than 1 in 10 will be heads of families; probably 3 in 10 will be divorced; most girls do not see themselves as problem-solvers or achievers; most girls have not been influenced or trained to deal with many of the realities they will face in their lives; society will continue to experience the loss of the talents of many bright women because they are not given early encouragement or because girls believe they must choose between a family and a career. Examples of implications of these facts and possibilities are: An unskilled, divorced mother who needs employment usually cannot find child care facilities, and often housing, at a price she can afford; a full-time homemaker doesn't need to wait until her children are grown to continue her education—she can go to school while they are in school; and, 40 years of age is not too late to start a college education, a career, or other fulfilling activity, since on the average, women will live 35 years more.

Procedure. The game, which is lead by a knowledgeable adult, is based on the above statistics. Read the background before beginning the game.

There are 10 profiles since the statistics are based on percentages of 10 (3 of 10 girls are profiled to go to college, 1 never marries, 3 are divorced, etc.). Before using the game, the "chance factors," which make up the bottom half of each sheet, are to be covered somehow so they cannot be viewed immediately. (An optional profile is also provided as a sample for use with boys.) Before the profiles are distributed, the leader explains that the game illustrates how time and circumstance affect women, reads the above statistics aloud, and explains that the profiles are representative of the statistics.

Ten girls are each given a numbered profile. Four facts are showing; they correspond to the marital, childbearing, employment, and college statistics given in the "background." In turn, each girl is asked to read her four facts aloud and is asked what kind of life, based on her personal aspirations and plans, might be built given these circumstances. Not much time should be spent on this part of the game—perhaps two or three minutes per girl. Its principal purpose is to break the ice, get girls talking about themselves, and to set the stage for the second phase of the game. The starting girl usually has trouble understanding what she is expected to say. The leader helps by asking her if she has thought about a kind of work she would like to do, at what age she thinks she might like to be married, etc., but no one should be pressured to be more specific about their own plans than is easy for them to handle. The leader notes briefly on a duplicate set of profiles key things about each girl, such as "interested in computer programming and plans early marriage," "plans on college, interested in teaching," "artist, no marriage plans," etc.

It is not important whether the four profiled facts fit a particular girl's specific plans, or whether her projections when trying to fit them to the facts are realistic. For instance some girls have said things like, "I plan to be a marine biologist, but this says I don't go to college before marriage, so I suppose my husband and I will just go to college together." The leader should not ask at this point how they are going to afford it. Also, during this segment they are not required to build a whole life. They usually stop at about age 30. Whole-life awareness and "nuts and bolts" realism are dealt with in the second part of the game.

After each girl's "projections" are dealt with in turn, the second phase begins by starting again with the first profile. The first girl is asked to uncover her profile and read aloud her chance factors. It is then the task of the *group*, not the particular girl, to answer the given question, although the profiled girl may join in if she wants. It should be made clear, however, that the responsibility lies with the group, working as a team, to try to solve the problem. Group responsibility makes discussion easier, generates more ideas, creates a mutual helping atmosphere, puts no one "on the spot," and gives all the girls ten experiences in problem solving and identification with ten possible "lives" even though each has only one profile.

First, the immediate question is dealt with; then the leader, referring to the notes taken earlier, asks if even in these circumstances there is any way the "real" girl's stated aspirations can ever be reached. (In some profiles the latter is not relevant and this aspect should be omitted.)

The leader should intrude as little as possible during this segment, but should help if no one has suggestions, and should *nonjudgmentally* add corrective data from time to time. It is unwise to correct or question every unrealistic suggestion, and the leader has to tread the fine line of building the participants' self-confidence on the one hand, and helping them to learn what is really involved in coping with day to day problems on the other. Examples might take the following forms:

- *Profile 1.* No one speaks up. The leader might ask: "Could the husband take a second job at night? Could the wife get a part-time job while the children are in school? Which would be best for the family as a whole?"

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- *Profile 3.* The profiled girl's real aspiration was to be a librarian. If no one else suggests it, the leader might ask: "Why couldn't she go to college now? It takes 5 years to get the degree. She'd have 30 years to be what she wants. Older people need to like what they're doing and have something to look forward to as much as young people do."

- *Profile 10.* Someone has suggested the wife sell the house. The leader might ask if apartment housing, especially if the children are a girl and a boy, might not be as expensive as the house payment. Pick an arbitrary figure for the house payment and inquire whether anybody knows the cost of apartments that would fit the family's needs.

After the question has been dealt with, the group is asked to discuss how early planning or action might have prevented the problem, and/or how the particular girl's aspirations most easily could have been reached. This process is repeated until each girl's "altered" life has been dealt with.

Extending the Game. A variety of extensions are possible. One would be to ask the girls to do some "detective work." Using their own profiles, girls could be asked to find out and report on the cost and availability of the various kinds of child care (just finding out how to find out is a challenge); what jobs and pay for secretaries (or whatever) are listed in help wanted ads; whether public transportation to and from specific listings is available; whether local colleges permit part-time students for the particular major the girl has in mind; what the costs are; what current housing and transportation costs are to fit needs of the profiled family; and other similar topics.

Note. The "lifestyle" within the ten chance factors, when taken together, may be unsuitable for specific populations. Adult professionals utilizing the game should analyze the general lifestyles involved and should revise the context in which "happenings" take place, if necessary, so that specific populations can identify generally with a sufficient number of life *styles*. It is impossible to say how many is "sufficient," and experimentation is obviously necessary. The overall population statistics given should remain the same, however, even if styles are changed. The general divorce statistic is three out of ten, for example, yet in some populations, divorce is endemic. When girls from such populations learn that it isn't inevitable elsewhere, they can see new possibilities for themselves, especially in the overall "helping-solving-preventing" context of the game.

Profile 1

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before marriage.

Your occupational choice is:

Chance Factors

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped, and when the children are seven and nine, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it.

What do you do?

Profile 2

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You complete your college education before marriage.

Your occupational choice is:

Chance Factors

You "fall into" a dream job soon after graduation from college and two years later meet and marry a young man with a promising future in another field from yours. You keep on working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top, your company is bought outright by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.

How do you approach this situation?

Profile 3

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before marriage.

Your occupational choice is:

Chance Factors

You work a year and are married at 19. You enjoy 20 years of homemaking, but when you are 40, your children are grown and leaving home. You don't want to just sit home for another 35 years.

What can you do?

Profile 4

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before marriage.

Your occupational choice is:

Chance Factors

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing, line repairman, and by the time you are 26, you have three children. Your husband is assigned to emergency repair work in remote places—is home less and less, starts playing around with other women, and doesn't send home money regularly for you and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better, and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on and there is very little community property—just some clothing and furniture.

How do you cope?

Profile 5

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You complete two years of college before marriage.

Your occupational choice is:

Chance Factors

You have three children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are four, eight, and ten. There is some life insurance, but not enough to last very long.

How will you cope?

Profile 6

You will live to be 75 years old.

You will marry.

You will work outside the home for some period during your life.

You will not go to college before marriage.

Your occupational choice is:

Chance Factors

You marry your high school "steady" right after you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After five years in the firm you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are interested in the cases being handled by the firm, but over the next 15 years you find that your secretarial role is less and less challenging. You are 38.

What will you do the rest of your life?

Profile 7

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before marriage.

Your occupational choice is:

Chance Factors

It is apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24 and have two children. When you are 35 and the children are seven and nine, your husband's job and whole field of work is wiped out by automation.

How does the family cope?

Profile 8

You will live to be 75 years old.

You will marry and have children.

You do not go to college before marriage.

Your occupational choice is:

Chance Factors

In your senior year in high school, you fall madly in love with an exciting "older man" of 29, who is already successful in business. He is of the firm opinion that woman's place is in the home, and states often that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years his business affairs take up more and more of his time, and he prefers spending his leisure time "with the boys" hunting and fishing. Your children are all off on their own by the time you are 43 years old.

What do you do with the rest of your life?

Profile 9

You will live to be 75 years old.

You do not go to college before taking your first job.

Your occupational choice is:

Chance Factors

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have four younger brothers and sisters, the youngest of which is two, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one.

What will you do with the rest of your life?

Profile 10

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period in your life.

You complete three years of college before your marriage.

Your occupational choice is:

Chance Factors

Your fiance is one year ahead of you and graduates from college when you finish your junior year. He is offered a good job in a town that has no college. You marry and go with him. When you are 42, and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under your state's new divorce law, you can't get alimony (often called spousal support) just because you are a woman, but since you have been married for such a long time, the court awards you a small amount of spousal support for three years and child support until the children are 21. You also get one of the cars and the furniture,which are paid for, and the house, which is only partially paid for. Even with the support money, there is not going to be enough to make ends meet.

How will you cope?

Profile for Boys (Optional)

You will live to be 75 years old.

You will marry and have children.

You will not receive postsecondary education before your marriage.

Your occupational choice is:

Chance Factors

You and your wife marry young. You go to work immediately in a factory job. Your wages are good and you are able to earn a comfortable living for your family. After ten years of marriage, your wife dies leaving you with three children, ages nine, seven, and four, to raise alone.

What do you do?

Career/Vocational (2)

Demonstrate awareness of the range of career and occupational choices, including nontraditional jobs.

Defining Stereotyping

From *Expanding Adolescent Role Expectations*, Community Service Education Department, New York State College of Human Ecology, Cornell University, Ithaca, NY 14853, rev. 1978.

Time. Approximately one class period.

Resources. An overhead projector and a transparency containing a list of words that can be associated with groups (politician, housewife, nurse, salesman, doctor, farmer, "jock," policeman, engineer, dentist, blue-collar worker, white-collar worker, accountant, attorney, construction worker).

Objective

To increase student understanding of what stereotyping is and how it can limit perception of the individual characteristics of members in a group.

Procedure

1. Showing one word at a time, ask the students to call out the characteristics or qualities associated with that particular word.

2. Provide the definition of "stereotype."

   Type means to classify or group by characteristic or qualities.
   Stereo means firm or rigid.
   Stereotype means to have a firm or rigid classification or way to group by characteristics or qualities. When this happens, individuals are thought of in terms of the group.

3. Involve the students in a discussion on how a person may be classified according to a group image without regard to individual capabilities. (For example—*housewives*. What is the connotation of the word "housewife?" Does it imply leadership? Does it imply responsibility? What do you think of when you hear this word?)

   Jocks. What do you think of when you hear that word—an athlete who talks loud, brags about drinking too much, and thinks academic achievements are "stupid" or "for a sissy?" Or an athlete who gets good grades?

   Blue-collar worker. What picture comes immediately to mind? A leader in the community? An intellectual? Someone who goes to the opera on Saturday night?

   Discuss what happens to individuals when we automatically place them into groups with certain ascribed characteristics?

Alternative Procedure (small-group activity). Provide each student or small group with several cards with a name of a group on each card. Tell each person to write down the characteristics or qualities usually ascribed to that group. Ask what qualities or characteristics ascribed to one group might be held by individuals from other groups.

Career/Vocational (2)

Demonstrate awareness of the range of career and occupational choices, including nontraditional jobs.

Dick and Jane Decide

From Karen J. Pfiffner, Project Director, *Choosing Occupations and Life Roles—Module 1: Examining Sex Bias*, Women's Educational Equity Act Program, U.S. Department of Education, Washington, DC 20402, 1983.

Time. Two days.

Resources. Chalkboard, chalk, copies of "Dick's Decision" and "Jane's Decision" (copies included).

Objectives

To help students recognize the personal obstacles that people often face when making nontraditional career choices and to describe the societal expectations and values that cause those obstacles.

Short-term behavioral objectives

- To list and describe obstacles often faced by people who make nontraditional career choices.
- To list and describe the role expectations and values of society that cause the obstacles.

Long-term attitudinal objective

- To understand that making nontraditional career decisions may require more determination on their part than electing to remain in a more traditional career.

Concept. When people choose to pursue careers for which they are suited but which are considered nontraditional (i.e., are normally held by members of the opposite sex), there are a great many societal pressures they have to face. Some people may change their minds about continuing with a nontraditional career because the pressures are too great.

Description of Activity. Over two days students will analyze the nontraditional career decisions made by a male and a female, in order to determine what special or extra obstacles each encountered because of choosing a nontraditional career.

Activities

First Day. Divide the class into two groups, asking each group to select a leader who will record and report on the group members' findings. Then distribute copies of "Jane's Decision" to one group and copies of "Dick's Decision" to the other. Give the groups time to read the stories.

Instruct each group to brainstorm and make two lists, as follows, and to be prepared to report its findings during the next class period:

1. The obstacles encountered by the character in the course of making a nontraditional career choice.
2. The reasons the character encountered those obstacles.

Second Day. Ask the leader of the first group to give a brief description of the character's story and then to report on what the group felt were the obstacles and the reasons for them. As the group leader reports, write the character's name on the chalkboard and list the obstacles and reasons as they are presented. Then repeat the process, with the leader of the second group reporting.

After both reports have been presented and the results posted on the board, ask the class to compare lists for similarities and differences (what kinds of problems Dick and Jane both faced and what kinds of problems only one or the other faced) and to analyze in what way sex-role expectations were a factor. You may also use any of the following questions as guides.

1. How do you feel about the reality of either character's decision? Why do you feel that way?
2. What seem to be the major factors that influenced Dick's decision? That influenced Jane's decision?
3. Do you think either character might be influenced to change his or her mind? If so, how do you feel about that?
4. How would you finish the characters' stories?

Follow Up/Variations

1. Hand out just one of the stories, and when the students have read it, organize a debate on one of these topics:
    a. It is more difficult to choose a nontraditional career than to work in a traditional occupation.
    b. It is more difficult for a female to make a nontraditional career decision than for a male.
    c. It is easier today than it was ten years ago for anyone to make a nontraditional career decision.

    When the students have finished the debate, hand out the other story, allow them time to read it, and either hold another debate or ask them how their opinions have changed (if at all) now that they have read the second story.
2. Have the students role-play endings to the stories of Jane and Dick.

Dick's Decision

You, Dick, are a 20-year-old male beginning your third year of college. You come from a home that has been strongly dominated by your father, who is a highly paid certified public accountant (CPA). Your mother has never worked outside the home but is very active in civic affairs. You have an older sister and a younger brother. Your sister has completed college; however, she recently married a doctor and therefore does not intend to work outside the home because her husband's income is sufficient to support the two of them. Your parents are not in the least upset by your sister's decision not to "use" her degree.

Until this year, you have been majoring in business—at your father's urging—and have had vague plans about becoming a CPA. However, you have long known that what you really want is to go into show business. You are a member of the college drama and dance groups, and have received encouragement from several professionals who have seen you perform at concerts. After two years, you have finally decided to change your major to theater and have just informed your parents of your decision. To put it mildly, none of your family is taking it well.

Your father objects because, he points out, very few performers make good money, show business is a financially risky profession, and it is hardly a secure vocation. Your mother, going a step further, is questioning your masculinity. Your sister and your brother both think you are crazy to give up a career as a CPA to go into show business.

Although you are determined to stick to your decision to go into show business, you are very disturbed by the emotional upheaval your decision is causing in your family—from whom, at this point, you are more or less estranged.

Jane's Decision

You, Jane, are about to graduate from high school at the head of your class. Both of your parents are doctors; your father is a surgeon and your mother is a pediatrician. Although you know that you have the intelligence to succeed in college, you really don't want to go to school any longer. However, having been raised by a well-to-do family, you also know that having money to do the things you like is important to you.

Several weeks ago a recruiter from a public utility company visited your high school and explained the company's training program for computer technicians. When you told the recruiter of your interest in the program, the recruiter was very excited, saying that you could have a fine future with the company because you are female, and that the company is especially interested in recruiting females for their technical positions.

You know that if you apply for the training position, you will be guaranteed a salary while training; that when you finish, you will be earning a wage that is among the highest in the country; that if you decide to move to management, you will have every opportunity to advance because of your sex; and that if you get bored by your position, you can train for the position of systems analyst, an idea that really excites you. Therefore, you announce to family and friends that you are not going to college but instead are applying for the utility company's training program. Everyone is horrified by your decision.

> Your parents do not want you in a blue-collar position and point out that you are also doing a disservice to humanity by not using your intellectual ability to become a doctor.
>
> Your boyfriend is jealous and wonders why you've chosen a job that will put you together with so many men.
>
> Your best girlfriend, who was planning to room with you in college, thinks you're crazy and, more especially, "boy crazy."
>
> Your high school counselor, who helped you get accepted by a university, cannot understand why you would "double-cross" the counselor and not at least give college a try.

You are amazed at these reactions, as you simply believed your job choice to be a good business decision that would allow you to earn a high salary, let you advance rapidly, and give you the time and money to do the things you like.

Career/Vocational (2)

Demonstrate awareness of the range of career and occupational choices, including nontraditional jobs.

Nontraditional Career Assessment

From Fredell Bergstrom, *Project Eve*, University of Houston and Houston Community College, One Main Street, Houston, TX 77002, 1976.

Time. One class period.

Resources. Nontraditional career assessment form (copy included).

Objectives

To make students aware of their own and others' attitudes toward nontraditional careers for men and women.
To explore reasons for prevalent attitudes.
To encourage students to question stereotyped answers to surveys.

Procedure. The "Attitudes Toward Nontraditional Careers" scale was developed for use with student learners. The items have been designed to explore attitudes regarding three areas—women and work, nontraditional careers for women, and nontraditional careers for men. Have students complete the "Attitudes Toward Nontraditional Careers" questionnaire individually and score it as suggested. Use the completed survey as a starting point of discussion on attitudes toward nontraditional jobs and the resulting limits on career choice. (Be aware of linguistic bias in some statements on the survey.)

Scoring

The scoring to be used with the scale is an averaging procedure. In order to establish a numerical base, each of the five rating positions (SA, A, N, D, SD) should be assigned a number. Start at the left by assigning the number "1" to "Strongly Agree" and end on the right by assigning the number "5" to "Strongly Disagree." The scores for each statement are then averaged. For example, if there are 10 people participating, add the 10 ratings for the first statement and then divide the total by 10. Continue this procedure for each statement. It is important to note that the numbers obtained as a result of the averaging process have *no value*, but only serve to identify a position on the scale.

The scale can be used by teachers in several ways. For those who would like to assess change in learner attitudes over time, the scale may be administered first as a pretest before the use of the materials, and then as a post test after the materials have been experienced. Teachers may also want to use the scale for comparisons between groups of learners.

Attitudes Toward Nontraditional Careers

Please answer the following questions based on your personal feelings about each of the ideas. There are no correct answers. Answer by checking the response which most closely represents your feelings using the following guide: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree.

		SA	A	N	D	SD
1.	Full-time, outdoor jobs are unsuitable for females.	☐	☐	☐	☐	☐
2.	Most women would marry a man even though he works as a secretary/clerk.	☐	☐	☐	☐	☐
3.	Women who have paid jobs are unhappy.	☐	☐	☐	☐	☐
4.	Truck driving is an appropriate career for females.	☐	☐	☐	☐	☐
5.	Men are not patient enough to work with small children in a nursery school.	☐	☐	☐	☐	☐
6.	Boys interested in being hair stylists are sissies.	☐	☐	☐	☐	☐
7.	A woman can have a non-homemaking career while raising a family.	☐	☐	☐	☐	☐
8.	Money is the only reason that adult women work outside the home.	☐	☐	☐	☐	☐
9.	Women are physically not capable of working as fire fighters.	☐	☐	☐	☐	☐
10.	A woman can be a good mother while working full-time as a stock broker.	☐	☐	☐	☐	☐
11.	Women are becoming too independent today.	☐	☐	☐	☐	☐
12.	Most boys do not have the finger coordination to be typists.	☐	☐	☐	☐	☐
13.	Generally, females perform best at jobs where they are working with people.	☐	☐	☐	☐	☐
14.	High school girls should be encouraged to enroll in traditionally all-male vocational courses, like air conditioning repair, if they are interested in them.	☐	☐	☐	☐	☐
15.	A man can be a good father while working full-time as a nurse.	☐	☐	☐	☐	☐
16.	Boys should be encouraged to be fashion models if they are interested.	☐	☐	☐	☐	☐
17.	Women would not be good high school principals because they could not handle the boys.	☐	☐	☐	☐	☐
18.	Ballet dancing is an appropriate career goal for boys.	☐	☐	☐	☐	☐
19.	Most women who work in machine shops are unfeminine.	☐	☐	☐	☐	☐

		SA	A	N	D	SD
20.	If they are interested, women should be encouraged to plan professional careers that require more than four years of college.	☐	☐	☐	☐	☐
21.	Most men would marry a woman even though she works as a plumber.	☐	☐	☐	☐	☐
22.	There is increased juvenile delinquency in families where the mother works.	☐	☐	☐	☐	☐
23.	Most high school girls would laugh at a girl who enrolled in television repair.	☐	☐	☐	☐	☐
24.	Vocational occupations are too dirty for women.	☐	☐	☐	☐	☐
25.	Law is an appropriate career for women.	☐	☐	☐	☐	☐
26.	Women who choose to join the labor force can also be competent mothers.	☐	☐	☐	☐	☐
27.	A man is avoiding his responsibilities when he is at home full-time.	☐	☐	☐	☐	☐
28.	When planning for a career a high school girl should consider technical and skilled jobs that have traditionally been held by males only.	☐	☐	☐	☐	☐
29.	Women can be effective business managers.	☐	☐	☐	☐	☐
30.	Most girls are physically strong enough to be welders.	☐	☐	☐	☐	☐
31.	All adult women should be prepared to support themselves financially.	☐	☐	☐	☐	☐
32.	Girls should learn a job skill while in high school.	☐	☐	☐	☐	☐
33.	Being librarians is not a suitable career for men.	☐	☐	☐	☐	☐
34.	Married women should only work when their income is necessary to support the family.	☐	☐	☐	☐	☐
35.	Women are smart enough to become engineers.	☐	☐	☐	☐	☐
36.	A woman can be a good mother while working full-time as a nurse.	☐	☐	☐	☐	☐
37.	Women should be encouraged to work outside the home if they want to.	☐	☐	☐	☐	☐
38.	Men are better bosses than women.	☐	☐	☐	☐	☐
39.	Most women are not smart enough to be bankers.	☐	☐	☐	☐	☐
40.	Teaching woodworking is a suitable career for women.	☐	☐	☐	☐	☐

Demonstrate awareness of the range of career and occupational choices, including nontraditional jobs.

Self-Awareness Questionnaire

From *Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities*, California State Department of Education, P.O. Box 271, Sacramento, CA 95802, 1979.

Time. 30 minutes.

Resources. "Self-Awareness" questionnaire (included).

Objectives

To encourage students to consider their course selections in relation to career plans.
To help students become aware of the range of educational possibilities and career choices.

Procedure. Have students complete the "Self-Awareness" questionnaire individually. Class discussion follows, possibly introduced by tabulation of answers. Students should be encouraged to relate career clusters to class selection and to education required.

Self-Awareness: Individual Assessment of Educational Experience and Plans

Check the following statements that best describe your present (or past) *choice* of classes.

- Most of my classes have been related to:
  - ☐ General education (I am not trying to specialize in any education or career area presently.)
  - ☐ Business (office work, sales, bookkeeping).
  - ☐ Agriculture (ornamental horticulture, crop management, livestock).
  - ☐ Fine arts (art, drama, music).
  - ☐ Trade or industry (auto, drafting, electronics, graphic arts, metal, wood).
  - ☐ Home economics (clothing, foods, child care, home management, consumer studies).
  - ☐ College/university preparation (I plan to attend college.)
  - ☐ None of the above match my present choice of classes.

Which of the following statements best describes your *plans* for education?

- Currently, I would like to:
  - ☐ Leave school before completing high school.
  - ☐ Complete high school.
  - ☐ Complete a two-year college program.
  - ☐ Complete a four-year program.
  - ☐ Complete a post-graduate program.
  - ☐ Complete an apprenticeship program.
  - ☐ Complete training in a trade school or technical training program.
  - ☐ None of the above match my present plans for education.

Career/Vocational (2)

Demonstrate awareness of the range of career and occupational choices, including nontraditional jobs.

What's My Line?

From *Expanding Adolescent Role Expectations*, Community Service Education Department, New York State College of Human Ecology, Cornell University, Ithaca, NY 14853, rev. 1978.

Time. One class period.

Resources. Invite a guest to class who is in a nontraditional job for his/her sex. The choice of the guest may be dependent on the course for which this activity is used.

Objectives

To introduce students to models of people at work in jobs which are nontraditional for their sex.
To provide information on jobs in which students have expressed interest.
To help students realize that job characteristics are not dependent on sex.

Procedure

1. Preparation before guest arrives.

   a. The guest's identity and occupation are to be kept secret.

   b. Students may simulate the game among themselves in order to become aware of the procedure before the guest arrives. They may need practice asking questions which provide information on, for example, what a person does for a job or discrimination/exclusion experiences with only "yes" or "no" answers. (Teacher may discuss the questions with the class or have them write them out.)

2. The guest arrives and is seated in the front of the room.

   a. Students take turns asking questions for an allotted period of time. All questions must be phrased so they can be answered by a "yes" or "no." Students should take notes on the information accumulated so there is minimal repetition.

   b. At the end of the time allotted, students should turn in their notes with the guess of the person's "line."

3. The guest may then reveal his/her "line" and open him/herself up to more explicit questions. Ask the guest to bring along some "tools of his/her trade" which could be brought out at this point and would further explain the guest's job to the students.

4. After the guest leaves, pass back the papers and ask the students to look at their notes and decide again why they had come up with the job they did.

   a. How many were correct?
   b. What gave the guest away?
   c. If you were wrong, what fooled you?
   d. Were you surprised at the sex of the person in this job? Why?
   e. What did you learn about this job?

Demonstrate knowledge of labor-force facts that have been affected by sex bias, sex-role stereotyping, and sex discrimination.

Playing the Game of Life

From Dorothy Stein et al., *Thinking and Doing: Overcoming Sex-Role Stereotyping in Education*, Hawaii Educational Equity Program, University YWCA, 1820 University Avenue, Honolulu, HI 96822, 1978.

Time. Two class periods.

Resources. "Phase I: Questions" and "Phase II: Situations" (included).

Objectives

To teach both sexes, but particularly girls, to become more realistic in career planning by considering such possibilities as dissolution of marriage (by death or divorce), retirement, education of children.

To encourage girls particularly to develop more firm and realistic career aspirations.

To demonstrate to students the part that chance plays in one's life and the necessity to be prepared to be flexible and confident in dealing with unexpected circumstances.

To make students aware of the part that sex-role stereotyping plays in shaping career goals and outcomes.

Background Information

In 1966 Elizabeth Douvan and Joseph Adelson published the results of a nationwide survey of adolescent boys and girls covering self-images, friendships, family relations, values, activities, and plans. These researchers concluded that boys were more "realistic" in their expectations than girls, since they could more often state a definite job or career goal, and more often matched their educational plans to their stated career objectives. They were concerned that girls were unable to make more definite plans without knowing in advance what their marriage situation would be, that a large majority, more so than boys, had accepted the middle-class dream, but wished to achieve their social mobility through marriage. Since the boys were not equally upward striving, they felt some girls were sure to be disappointed. Paradoxically, however, they measured femininity by the professed enjoyment of housekeeping tasks, and considered the small minority of girls who rejected the prospect of marriage to be abnormal.

Research in this area since then, which has tended to concentrate on changing female aspirations, has generally confirmed the vagueness and modesty of girls' career planning, and their almost universal intention to marry—though there is less love of housework than was previously thought. Strangely enough, however, no one has noted that boys' plans are equally unrealistic in at least one respect: they will marry more often than women do, but seldom seem to take this into consideration in their plans. Neither sex plans on such vicissitudes as divorce, widowhood, retirement, or seeing the children through their education. If this is the case for adolescents and young adults, realistic thinking about the future is almost unknown in pre-adolescents.

This is a game designed to make boys and girls aware of such other factors in thinking about their future plans. It is not intended to replace the dreams of being a tight-rope walker or an astronaut, but only to complement them.

Procedure. In this two-phase activity, first have the class answer and discuss the "Phase I" questions. Then the class can be divided into small groups to discuss the situations in order to achieve better participation. Each group should report to the entire class so that all situations are shared. Be certain the students have to sometimes "imagine" themselves in the role of the other sex, so that they may become more aware of the effects of sex-role stereotyping.

Alternate Procedure. Each player is to select a life situation and answer it first as a member of the other sex. Some of the situations have suggested questions, but the leader or other players may think of others. A tally may be kept of the ways in which the life situations are responded to differently when the player takes the role of the other sex, and someone may wish to summarize the conclusions the group reaches.

Phase I: Questions

What would you like to do when you grow up?
If you were the other sex, what would you want to do?

Do you want to get married when you grow up?
If you were the other sex, would you want to?

How many children do you want? Why?
If you were the other sex, how many would you want? Why?

Do you want to go to college? Why or why not?
If you were the other sex, would that make any difference?

If half of the people in the country who are your age are going to have at least some college, does that make any difference in your plans?
If you were the other sex, would it make any difference?

If so many people went to college that college no longer helped you to get a better job, or one with higher pay, would you want to go?
If you were the other sex, would it change your answer?

Phase II: Situations

Situation 1

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have four younger brothers and sisters, the youngest of which is two, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired at nighttime, especially after seeing to things at home. You do some dating, but the dates you really like have their own problems, and do not see themselves marrying into such responsibilities as yours. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. What will you do with the rest of your life?

Situation 2

You get married and have two children, but inflation and recession eat away at the family income. By the time the children are seven and nine, you and your spouse realize that with the high cost of medical and dental care, taxes, savings for the children to go to college, and wanting to buy a home, one salary just will not do it. What do you decide to do?

Situation 3

You "fall into" a dream job soon after graduation from college, and two years later marry a young person with a promising future in another field. Two children are born. You love your work and are rising fast in your company. Ten years later when you are near the top, your company is bought out by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. Opportunities for your mate in New York are unknown. There are no opportunities for you at your level if you switch to another company in your field in the town where you now live. How do you approach the situation?

Situation 4

You work a year and are married at 19. You enjoy twenty years householding and raising children. While the children are young, you need your dead-end job to support the family, but when you are 40, the children are finally out on their own. What will you do with the rest of your life?

Situation 5

Your father died while you were young, and your brother supported the family while you were growing up. Now he wants to get married and start raising a family, but there is still your mother and a younger brother to support. He thinks, now that you are graduating from college, it is your turn. You have always been a whiz at math and science, and you are offered a fellowship to go to graduate school, which you really want to do. But the money would barely be enough for you to live on. What do you do? Does it make any difference if you are male or female? Do your chances of marrying and having a family matter here? Does the difference in life expectancy between males and females matter here?

Situation 6

All your life you have wanted to be a doctor. But toward the end of your third year in college your father dies, and it is clear there will simply not be enough money to send you to medical school, although the insurance will allow you to finish college. What will you do? Does it matter whether you are male or female? How? Do your chances of marrying and having a family matter here? Does the difference in life expectancy between the sexes matter? Even if you marry, do your chances of eventual divorce matter?

Situation 7

All your life you have wanted to be a doctor. But just before you graduate college, and right after you learn you have been accepted into medical school, you meet the one person you want to spend your life with. You marry, both of you work part-time, and it is a struggle, but you try to go on with your education. Suddenly, you find out there is a baby on the way. What do you do?

Situation 8

You have three children. Things are going well for the family until you are 34 when your spouse is killed in an automobile accident. The children are four, eight, and ten. How will you take care of them?

Situation 9

It becomes apparent within two years after your marriage that it was a mistake, and you get a divorce. You remarry when you are 30 and have two children. When you are 40, and the children are seven and nine, your spouse's job and whole field of work is wiped out by automation. How can the family cope?

Situation 10

You are a member of a couple that has been married for ten years; no children have come along. The husband is doing well in his job and is happy with it. But the wife is beginning to find hers rather boring and unchallenging. She had originally taken it just for something to do until you were settled and had a family. What will you do now? If you were the wife? If you were the husband? Would it make a difference if the wife were happy in her job and the husband not? Does the difference in life expectancy between the sexes make any difference here? What if the couple were not happy with each other and were thinking of getting a divorce; does that make any difference? Even if they are happy now, does the overall possibility of an eventual divorce make any difference?

Situation 11

You are 40 years old, married, and considering which of two job offers from different companies you should take. The pay and work seem to be about the same, and also the prospects, but one company offers a pension plan that gives you a good retirement income after 25 years with the company but very little in the way of death benefits for your family. The other company's plan includes a good deal on a life insurance policy, but much less in the way of retirement income. What do you do? Would it make any difference if you were a man or a woman? Would it make any difference how many children you had?

Career/Vocational (3)

Demonstrate knowledge of labor-force facts that have been affected by sex bias, sex-role stereotyping, and sex discrimination.

Women Workers: Some Facts of Life

From *WINC (Women in Nontraditional Careers) Curriculum Guide*, Women's Bureau, U.S. Department of Labor, Washington, DC 20402, 1984.

Time. 30 minutes.

Resources. "Women Workers" questionnaire (included).

Objectives

To teach students the reality of women in the labor-force, including that

- a large percentage of women work outside the home, a majority of these in full-time jobs and a majority out of economic necessity;
- there is still a gender gap in average earnings between men and women workers; and
- sex-role stereotyping is a primary factor in determining types of jobs held and average earning.

To encourage girls to consider nontraditional job choices.

Procedure. Distribute copies of "Women Workers" questionnaire and have students complete it independently. Facilitate a discussion of the answers, with emphasis on the implications of the facts revealed in the questionnaire.

Answers

1.	(b.)	43%	U.S. Department of Labor (DOL), Bureau of Labor Statistics (BLS), 1982
2.	(c.)	62%	U.S. DOL, BLS, 1982
3.	(c.)	Three	U.S. DOL, BLS, 1980
4.	(c.)	24.7	U.S. DOL, BLS, 1980
5.	(a.)	nine	U.S. DOL, BLS, 1980
6.	(c.)	less than	U.S. DOL, BLS, 1980
7.	(c.)	59¢	U.S. DOL, BLS, 1980

8.	(c.)	11%	*Facing the Future: Education and Equity for Females and Males*, Council of Chief State School Officers and National Association of State Boards of Education, 1980
9.	(b.)	79.6%	U.S. DOL, BLS, 1980
10.	(b.)	4.3%	*Employment and Unemployment: A Report on 1980*, U.S. DOL, BLS, 1981
11.	(c.)	99%	U.S. DOL, BLS, 1981
12.	(a.)	less than 2%	*Facing the Future: Education and Equity for Females and Males*, Council of Chief State School Officers and National Association of State Boards of Education, 1980
13.	(b.)	$26,628	*Manpower Comments*, Scientific Manpower Commission, 1981
14.	(a.)	$12,600	*Manpower Comments*, Scientific Manpower Commission, 1981
15.	(b.)	five	U.S. DOL, BLS, 1980
16.	(a.)	46%	Occupational Outlook Quarterly, Fall 1981.

Women Workers: Some Facts of Life

Answers

1. Women are 52% of the U.S. population; in 1981, women made up ______% of the nation's paid work force. ______

   a. 32% b. 43% c. 60%

2. In 1981, ______% of American women between the ages of 18-64 were employed outside the home, either full time or part-time. ______

   a. 41% b. 54% c. 62%

3. ________ of every four women in the work force hold full time jobs. ______

   a. One b. Two c. Three

4. The average woman today can expect to spend ______ years in the paid work force. ______

   a. 7.3 b. 17.1 c. 24.7 d. 31.2

5. Out of every ten young women in high school today ______ will work for pay outside their homes at some point in their lives. ______

   a. nine b. five c. seven

6. The median income of working women with four years of college is ______ that of men who have completed eight years of elementary school. ______

   a. greater than b. the same as c. less than

7. In 1955, women earned, on the average, 64 cents for every dollar earned by their male counterparts. Today, women earn ______ cents for every dollar earned by men. ______

   a. 70¢ b. 64¢ c. 59¢

8. In 1928, women were 55% of elementary school principals; in 1980, they were ______%. ______

   a. 57% b. 30% c. 11%

9. ______% of all women in the paid labor force are employed in the clerical, service, and technical occupations. ______

   a. 40% b. 79.6% c. 70.2%

10. Women are 98% of employed dental assistants; ______% of practicing dentists are women. ______

    a. 1.9% b. 4.3% c. 9.5%

Answers

11. ______% of secretarial jobs are held by women. ________

a. 89% b. 95% c. 99%

12. ______% of female high school students are enrolled in electrical and mechanical vocational education courses. ________

a. Less than 2% b. About 5% c. About 8%

13. $______ is the average yearly salary offer to a student with a 1981 Bachelor's degree in petroleum engineering. ________

a. $20,525 b. $26,628 c. $31,094

14. $______ is the average yearly salary offer to a student with a 1981 Bachelor's degree in the humanities. ________

a. $12,600 b. $15,795 c. $18,500

15. About ______ out of ten adult women are either single, widowed, divorced, or separated from their husband and are therefore responsible for their own financial support. ________

a. three b. five c. seven

16. In a recent survey conducted by the National Institute of Education, ______% of the 11th graders in a sample of 32,000 believed that women never work after marriage. ________

a. 46% b. 24% c. 11%

Appendixes

A. **Additional Activities Report Form**

B. **Sex-Equity Resources in Wisconsin**

C. **Core Bibliography**

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Additional Activities Report Form

If you use an activity that you think should be included in any future editions of *Classroom Activities in Sex Equity*, please send it to the Department of Public Instruction for consideration. Organize the activity according to the following format and send it to:

Barbara Bitters, Administrator
Vocational Equity and Single Parent Programs
Bureau for Vocational Education
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

Suggested Format

Level (Elementary/Primary, Elementary/Intermediate, Middle/Junior High, High School):

Competency the activity addresses (See Figures 2 through 5 in the Introduction for complete listing.):

Title of activity:

Source:

Time required to complete:

Resources needed:

Objectives:

Procedure (Include any handouts, specific teacher directions, questions for discussion, or other materials needed for successful facilitation of the activity.):

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Sex-Equity Resources in Wisconsin

People

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Vocational Equity and Single Parent Programs
Bureau for Vocational Education
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Susan Foxwell
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715-232-1885

Fran Johnson, Sex Equity Consultant
State Board for Vocational, Technical, and Adult Education
P.O. Box 7874
Madison, WI 53707
608-267-9514

Melissa Keyes, Sex Equity Consultant
Bureau for Equal Educational Opportunity
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841
608-267-9157

Wisconsin Vocational Gender Equity Cadre Members
(Contact through each of the 12 cooperative educational service area (CESA) offices. Each CESA has a minimum of three cadre members.)

Organizations (Each organization has a newsletter.)

In Wisconsin

Educational Equity Task Force
Wisconsin Women's Network
8 West Mifflin Street
Madison, WI 53703
608-255-9809

Wisconsin Consortium for Sex Equity in Education (WCSEE)
c/o Shirley Jane Kaub
609 Sheldon
Madison, WI 53711
608-233-5223

Regional

Center for Sex Equity in the Schools (CSES)
University of Michigan
1046 School of Education
Ann Arbor, MI 48109
313-763-9910

National

CCSSO Resource Center on Educational Equity
400 North Capitol Street, N.W., Suite 379
Washington, DC 20001
202-393-8159

National Coalition for Sex Equity in Education (NCSEE)
One Spruce Road
Clinton, NJ 08809
201-735-5045

Project on Equal Education Rights
1333 H Street, N.W., 11th Floor
Washington, DC 20005
202-682-0940

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